THE JOURNAL OF EDUCATION

Volume 130 **FEBRUARY, 1947** Number 2

HUMAN RELATIONS NUMBER

Human Relations: Science and Art	HENRY NOBLE MacCRACKEN
Teaching Literature Through Life	LEWIS H. CHRISMAN
Hate Control	ROBERT TYSON
Teacher Strikes —Whose Fault?	BEATRICE OXLEY
Language Lesson from Lincoln	LOUIS FOLEY
Emmy Called Them Gifts	MARY KERR
Washington, D. C., Charts the Child	ELIZABETH M. ANDREWS
A Home Remedy for Delinquency	M. JAY MINKLER
Teachers, Too, Need Guidance	ALDEN T. CARR
Education for Group Living	GERTRUDE CORRIGAN

EDITORIALS, FEATURES AND THE NEWS DIGEST

5 Cents a Copy $2.75 a Year

XUM

Put your students

BEHIND THE COUNTER

with this new Brisco-Griffith-Robinson text:

Some New Chapter Headings

- Opportunities in Store Salesmanship
- Securing a Selling Job
- Knowledge Needed for Success on the Job
- Learning the Customer's Wants
- Making the Sales Talk Convincing
- Helping the Customer Decide
- General and Special Customer Buying Problems

Write for your approval copy today.

STORE SALESMANSHIP

Third Edition

By providing the student with a basic background for retail selling, this text helps the teacher in preparing the student to earn a satisfactory living, and to find his right place in a complex industrial society.

Teachers who have used the previous editions of Store Salesmanship will be pleased to note that many of their suggestions have been incorporated in this Third Edition. Teachers who are examining the text for the first time will find that this new, up-to-the-minute edition meets all requirements.

P-H ACCURACY **PRENTICE-HALL, INC.** 70 FIFTH AVENUE, NEW YORK 11

"A successful series has been improved"

ANNOUNCING THE NEW

Language FOR Meaning

Paul McKee · M. Lucille Harrison · Annie McCowen
John Blossom · Clarence Stratton · Prudence Lanphear

Completely Reset
New Illustrations
New Material
Uniform Organization and Format for Grades 3 - 8

Emphasis on Meaning
Organization around the "Language Jobs" of Modern Life
Use of Pupil Experience as the Basis for Expression

"It's language teaching at its best"

HOUGHTON MIFFLIN COMPANY

BOSTON 7 NEW YORK 16
CHICAGO 16 DALLAS 1
ATLANTA 3 SAN FRANCISCO 5

TODAY'S PLEASURE — TOMORROW'S TREASURE

NOW they can read — give them good reading for sheer pleasure and enrichment . . . IN LATER LIFE they will trace their love of reading and taste for good literature back to

Stories to Remember

the new literature series for the intermediate grades

WONDER AND LAUGHTER — for grade 4
DREAMING AND DARING — for grade 5
HIGH ROAD TO GLORY — for grade 6

Compiled by Elizabeth H. Bennett
Mabel B. Dowse and Mary D. Edmonds

With Teachers' Guides that will help the teacher create in children a love of and taste for the treasures of literature

SILVER BURDETT COMPANY

45 East 17th Street, NEW YORK 3 — 221 East 20th Street, CHICAGO 16 — 709 Mission Street, SAN FRANCISCO 3 — 707 Browder Street, DALLAS 1

For grade 9 or 10

ROGERS, ADAMS, AND BROWN'S

STORY OF NATIONS

WORLD HISTORY —

—which tells the stories of old cultures and modern nations one at a time, not scrambled in "epochs" or "broad topics"

—which stresses the control of geography over national destinies

—which excludes all details that are not essential to an understanding of the sweep of history from early man to January, 1947

HENRY HOLT AND COMPANY, INC.

New York — Atlanta — Chicago — Dallas — San Francisco

Remember These Important Texts

FOR THE ELEMENTARY SCHOOL

Buswell-Brownell-John: Living Arithmetic, Rev.

A new up-to-date arithmetic series outstanding for gradual thorough approach, easy treatment of topics, and abundant review. Gr. 3-8

Atwood-Thomas: Geographies for Grades 3-8

This program carefully integrates text, maps, map study, pictures, and exercises to make geography an interpretative study.

Craig: Our World of Science

A book-a-grade series of authentic scientific information in a form that children love. Colorful illustrations. Grades 1-8

FOR THE SECONDARY SCHOOL

Smith-Muzzey-Lloyd: World History

An up-to-date world history with major stress on the period since 1914. Excellent maps, illustrations, and teaching aids.

Carr: One World in the Making

An authoritative explanation of the United Nations including basic information on U. N., the official text of the Charter with explanations, and questions and reference material.

Bradley: World Geography

Vivid human geography covering physical, economic, political, and social forces. Striking illustrations and maps.

Collette-Cross-Stauffer: The World in Literature

Within the Americas and *Beyond the Seas.* Two anthologies of varied and richly human selections. Many well-known authors.

Ginn and Company, Educational Publishers

Boston 17 New York 11 Chicago 16 Atlanta 3 Dallas 1
Columbus 16 San Francisco 5 Toronto 5

The Journal of Education

VOLUME 130 FEBRUARY, 1947 NUMBER 2

ESTABLISHED 1875

ANSON W. BELDING, *Editor*
Staff Assistants
ALLISON HAMLIN
DOROTHY LEE
MARY CURRAN

Advisory and Contributing Editors

LEWIS H. CHRISMAN, West Virginia Wesleyan College, Buckhannon.

MILDRED SANDISON FENNER, Journal of the N.E.A.

BURTON P. FOWLER, Principal, Friends School, Germantown, Pa.

HARRY V. GILSON, Maine Commissioner of Education, Augusta.

ARTHUR L. GOULD, Superintendent of Schools, Boston.

C. HERMAN GROSE, Superintendent of Schools, Erie, Pa.

HENRY W. HOLMES, Graduate School of Education, Harvard.

VIERLING KERSEY, Superintendent of Schools, Los Angeles.

BYRON C. KIRBY, Principal, Oliver School, South Bend, Indiana.

WILLIAM C. McGINNIS, Superintendent of Schools, Perth Amboy, N. J.

WORTH McCLURE, American Association of Secondary School Administrators, Washington, D. C.

GARRY CLEVELAND MYERS, Editor, Lecturer, Child Psychologist, Boyd's Mills, Pa.

RANDALL R. PENHALE, Principal, High School, Iron River, Michigan.

CARROLL R. REED, Assistant Superintendent of Schools, Washington, D. C.

AGNES SAMUELSON, National Education Association, Washington.

PAYSON SMITH, University of Maine, Orono.

WILLIS A. SUTTON, Executive Secretary, Georgia Education Association, Atlanta.

EDGAR B. WESLEY, University of Minnesota, Minneapolis.

CAROLINE S. WOODRUFF, Secretary, Vermont Education Association, Castleton, Vermont.

Business and Editorial Offices
8 BEACON STREET, BOSTON

THE JOURNAL OF EDUCATION is published monthly from September to May, inclusive, by New England Publishing Company, 8 Beacon Street, Boston. Subscriptions in the United States, $2.75 a year; Canadian postage, $1.00; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass, as second class matter.

Index of The Journal of Education is published annually in the December issue. The contents are listed in Education Index.

Contents:

TEXTBOOKS IN REVIEW 42
EDITORIALS 44
HUMAN RELATIONS: SCIENCE AND ART H. N. MacCracken 46
TEACHING LITERATURE THROUGH LIFE Lewis H. Chrisman 48
HATE CONTROL *Robert Tyson* 50
TEACHER STRIKES—WHOSE FAULT? Beatrice Oxley 51
LANGUAGE LESSON FROM LINCOLN Louis Foley 53
EMMY CALLED THEM GIFTS Mary Kerr 55
WASHINGTON, D. C., CHARTS THE CHILD Elizabeth M. Andrews 56
A HOME REMEDY FOR DELINQUENCY M. Jay Minkler 58
TEACHERS, TOO, NEED GUIDANCE Alden J. Carr 60
EDUCATION FOR GROUP LIVING Gertrude Corrigan 62
ACROSS THE OFFICE DESK 65
NEWS DIGEST 67
GRINS BETWEEN GRINDS 70

as we go to press . . .

Our thoughts are on the central theme of this issue: "Better Human Relationships and How Education Can Help Produce Them." The problem is extremely large and its solution on any grand scale exceedingly difficult. But large tasks can often be accomplished through a multitude of littles. So it has seemed to your editor a worthwhile contribution, however small, to focus attention throughout this February Number upon this one thing most needed if peace is to be achieved and happiness pursued within our several communities, among our various groups of Americans, and between the nations. We do not pretend to have covered the entire ground or any major part. Our aim is to impress you with the importance of the job and to prod each one of you readers into thinking what you can and should be doing along this line. Basically, of course, it is a matter of personal attitude. The greatest need in the world must be met by what Henry Drummond termed in his famous essay, "the greatest thing in the world"—charity, love, the tendency to be kind, to help one another, to drop our meannesses and hates. How to do all this and not let ourselves in for trouble from people who act on opposite principles—this is what makes the business complicated and full of hazard. Yet we all know that the majority of human beings respond in kind to kindness. We know, too, that hatred and retaliation within ourselves do injury to our very souls. If we have outward enemies that simply do not respond to kind sentiments or deeds, let us put our intellects to work on how to deal with them, meanwhile keeping our hearts free of hate. As educators we have unusual opportunities to exemplify good human relations and to create a right spirit within many children and young persons.

If this sounds like preaching, just spare a bit of charity for the one who has thus offended you.

And remember: No one but a fool can deny today that the choice is between better human relationships and mutual annihilation. So stand where you please and watch what happens!

XUM

TEXTBOOKS IN REVIEW

Civics for Youth

The older type of civics text stressed the what and how of government more than the why, thus presenting information before pupils were interested in acquiring any of it. *Civics for Youth* goes at it the other way around. It begins by leading the boy or girl to consider his relations with other people, the things about himself that make him acceptable or otherwise. Soon the need for cooperative effort is perceived—then the need for various services of government. Only after such skillful preparation is the machinery of government brought forward for study.

Pupils in junior high school should gain much value from a book so ably directed at meeting them where they live and conducting them toward a proper understanding of their local, state and national governments, of the democratic concept, and of their responsibilities both now and later. Many suggestions are given for making the civics class a real experience in community living. The text is adaptable to various forms of teaching. The writers appear to know the psychology of young people and the techniques for blending citizenship with character while imparting useful knowledge.

CIVICS FOR YOUTH, Edmonson, Dondineau and Letton. Macmillan Co., New York. $1.88.

Teacher in Personnel Work

In the business world, the past quarter century has witnessed the widespread introduction of personnel departments and managers—a specialized group who regard workers as individual human beings rather than mere cogs in the machinery. Schools during the same period have been engaging guidance experts to study and advise pupils. But to leave personnel work to a few experts is not enough. Every teacher needs to become personnel minded and to bear his proper share of the responsibility for understanding pupils and bringing out their best in character and achievement.

Dr. Ruth Strang's book on *The Role of the Teacher in Personnel Work,* which was welcomed fourteen years ago, has now appeared in an edition reflecting amplified experience.

Dr. Strang does not write from the clouds. She gets down to cases. She shows where and how the teacher can become better acquainted with his pupils; how he can make records, develop insight, conduct interviews, employ tests, and, above all—retain that faith and common sense so requisite to effectiveness with pupils. As classroom teacher, as homeroom head, as club adviser or as designated counsellor of certain groups, the teacher can do much to help his individual charges. Such ways of "learning" the child as having him write out his daily schedule and his life history are suggested. Scores of cases are cited to illustrate the author's theories in action. The emphasis of the book is on sympathetic perception more than on mechanical devices though these are not overlooked.

THE ROLE OF THE TEACHER IN PERSONNEL WORK, Ruth Strang. Teachers College (Columbia) Bureau of Publications, New York. $3.75.

Your Marriage And Family Living

Marriage courses are comparatively new, even in colleges, and a great many colleges do not offer such courses today. Perhaps the high schools will be more venturesome in this subject area. At any rate, here comes *Your Marriage and Family Living* designed for high school classes.

Treated in the opening chapters as an institution with a history and with social implications, marriage quickly becomes personal and is mainly so considered throughout the text. Since every thoughtful adult knows the host of problems surrounding marriage — only the writers of romantic fiction being ignorant — the problems to be considered in such a text are easily surmised. A straightforward essay style has been employed, and many lively questions are suggested for discussion. The graphs and photographic illustrations are pertinent and many. We learn that more than half the marriages in this country turn out happily, even though one marriage in five ends in divorce. We learn that the man who weds at 29 and the woman who weds at 24 have the best chances of happiness, statistically. We learn the importance of a steady income and of managing to live inside it—as if we didn't know. But the book is not for adults, except as some of them may have the pleasure of teaching from it. Pupils who take up the study for fun are destined to grow serious over many of its lessons. But they should make better homes, the homes they inhabit now and the homes they hope to dwell in later.

YOUR MARRIAGE AND FAMILY LIVING, Paul H. Landis. McGraw-Hill Book Company, New York. $2.20.

These Americas

American history in its full and true sense is a history of the entire western hemisphere. Hence the importance of supplementing the history of our own country with that of the neighbors to the north and south. The latest text for such a course is *These Americas*— and it includes Canada, as well as the lands beyond the Rio Grande. Here one may learn in ample detail how the Spanish and Portuguese conquests in the New World were colonized, ruled from afar, and finally constrained to rebel, to become independent, and in varying degrees democratic. The book is much more a history than a geography, although a great deal of geographic material is neatly put together in one long chapter, while a tie-in with the history of the United States is found in another. The volume is another helpful link in international understanding.

THESE AMERICAS, Samuel A. Johnson. Webster Publishing Company, St. Louis. $1.80.

Use of Visual Aids

Emergency training methods developed for the armed forces gave new emphasis to the worth of visual aids. Hence a book on the preparation and use of such aids is timely. It should assist not only the directors of training programs in industry and trade but many teachers in our schools and colleges as well.

The book titled *The Preparation and Use of Visual Aids* provides clear and detailed suggestions as to every available instrumentality for instruct-

ing through the sense of sight. The range is broad. It includes motion pictures, strip and slide films, flash cards, posters, photographs, opaque projection, maps, charts, diagrams, real specimens and models. Latest of all is television, sure to be used increasingly. The book treats each of the foregoing paraphernalia practically, and lists sources of materials. There is only one omission. Being itself a sort of textbook, it has no chapter on that time-tested visual adjunct to education, the textbook. Old reliables are taken for granted.

THE PREPARATION AND USE OF VISUAL AIDS, Haas and Packer. Prentice-Hall, Inc., New York. $4.00.

Living in the People's World

What does one need to know about the world, the nation and one's self to wrestle intelligently with economic forces? This appears to be the underlying question which has determined the contents of *Living in the Peoples' World*, composed by two able teachers of upstate New York. It is a text for high school students of the social studies, and it spreads over a very wide field, even if, as we so often hear, the globe is but a small one today. Incidentally, the volume carries its more than 700 pages with a lightness of weight that speaks well for the choice of paper.

Part I, The World, describes the topography, the resources, the commerce, the industries, the climatic conditions and other physical features characterizing various areas and the general environment in which men live and labor. Part II treats of the United States, its progress and its problems; the interplay between the people and their central government. Part III takes up the student's personal problem of discovering his own proper occupation, his place whereon to stand to move at least a portion of the world.

Of the hundreds of topics necessarily included, it can be said that the treatment, while brief enough in every case, is remarkably clear and free from stodginess or the tendency to give irrelevant facts that merely irritate. In short, it does not shriek on every page, "I am only a textbook and I am bursting to tell you more only I haven't room enough and so—go look it up in twenty other books—see bibliography." There are bibliographies, of course. And there are the usual hints for further inquiry and thinking. By and large, however, it is a well packed chest of carefully integrated teaching material.

LIVING IN THE PEOPLE'S WORLD, Roth and Hobbs. Laidlaw Brothers, Chicago.

Teaching English Usage

Fashions change in language as in dress—if not so rapidly yet just as surely. How then, is the teacher of English to keep up with correct usuage? How much deference should he give to grammar books and other manuals of strict rules? Interesting and helpful observations on these and similar questions are contained in *Teaching English Usage* by Professor Pooley of the University of Wisconsin. His idea of good usage is usage properly related to the situation and purpose of the speech or writing. Five levels of usage, from illiterate to literary, are described and illustrated by the author. His chapters on instructional procedures warn against trying to teach everything at once. He lists a small number of errors to be attacked in the lower school; broadens the list for junior high school, and still more for senior high school. Errors regarded as less flagrant are to be overlooked. Whether all this comports with the known laws of habit formation will be asked by thoughtful teachers. Still a liberal view of both syntax and vocabulary is essential if the teacher is not to waste time sweeping back the tide with his small broom. Many current expressions are considered. There are various diagnostic tests and numerous practical suggestions for securing class cooperation.

TEACHING ENGLISH USAGE, Robert C. Pooley. D. Appleton Century Co., New York. $2.00.

The New American College

Is it presumptuous to call an experimental institution which so far exists in barely two score communities. *The New American College?* The Pasadena men who prepared this volume evidently believe the type of four-year college they have been operating is the ultimate answer to the problem of rightly dividing the educational program. The so called new college means that two upper years of high school have been merged with two years of junior college. Below the college thus produced is a high school of four years, below which is a six-year elementary school.

Advocates of the new plan point to the economy of three schools in place of four; the advantages to the student of a less choppy educational course; the conviction that grades 13 and 14 properly belong to the secondary period; and the better opportunities for guidance, for holding youth at school, and for supplying either terminal or pre-university instruction. All the outs seem to be from the outside: troubles of adjustment between the new college and other institutions more traditionally organized. If the experimental in-between college becomes common, the present four year colleges and the universities will be drastically affected. Yet from the standpoint of the community's interest and the goal of a better educated citizenry, the 6-4-4 arrangement can present a powerful case for itself. The book we are supposed to be reviewing here is a thorough assessment of the new college in general and of the Pasadena experiment in particular and in sufficient detail to be helpful wherever a similar innovation is contemplated or attempted.

THE NEW AMERICAN COLLEGE, Sexson and Harbeson. Harper and Brothers, New York. $3.50.

Iroquois a Monument To E. J. Southworth

SYRACUSE. — An educational book house with a half million dollar credit rating has been developed here under the leadership of a man who started "on a shoestring" just 32 years ago. The man was E. J. Southworth, a Harvard graduate of 1897, whose apprenticeship as a bookman was served with Ginn and Company. The firm he created is the Iroquois Publishing Company, which "never had an unsuccessful book on its list," according to a spokesman for the Southworth family.

Since the death of President E. J. Southworth last November, the business has been managed by an executive board composed of his widow, a son, J. V. D. Southworth, and a son-in-law, George Phelps. The policies of the founder will be continued, the company announces.

XUM

Editorials

Education and Social Adjustment

Few things in this world are more important to the individual than the ability to get along well with other individuals. The same is true of groups. These are generally composed of individuals who, for some reason of common interest, get along better with one another than with members of some other group. Yet it is obviously important that groups learn to know and appreciate other groups, and that groups make mutual concessions as should individuals.

The root of the trouble in human relationships is in the fact that each one of us is born to regard himself as the center of the universe—not a mere geometric point but nearly the whole affair. Only by slow degrees do we have this notion knocked out of us, and not completely, even then.

Part of education's job is to show us precisely how we, as individuals, are to figure in the host of individuals who make up our universe. Education should neither whittle us down to zero, nor leave us with an inordinate sense of our own bigness. The educated person should have more social awareness, less egotism, less selfishness, than the uneducated person. Would you say, offhand, that this is the case? Is it true, from what and whom you have observed, that those having the most years of formal education are the most fitted to get along well with other people?

If something is wrong in the socializing results of education, we need not be surprised. For we have only to consider the motives that have prompted parents to keep their children in school and college. Usually a strong element has been the desire to have their children become more prosperous and lead an easier life than they, the parents, succeeded in doing with their smaller amount of schooling. Not that education for success necessarily implies selfish success. But education has so long been discolored by the thought of what it does for the individual student that it finds difficulty today in pointing the way to human sympathy and broadened service.

Increasing attention to social studies plus a determination on the part of teachers to foster a more wholesome view of one's place in the community—these may at length permeate our educational system to the benefit of all humankind.

Whence the Money?

Money in whatever large amounts will not automatically fill the ranks of the school profession with the best and ablest teachers. But more money to be applied in that direction is obviously needed. Where should it be sought?

A number of communities in recent months have managed to raise teachers' salaries without assistance from their states. Many other communities can probably follow their example. But in the long run the problem is one beyond local power to solve. Towns and cities and school districts seldom have anything they can tax save real estate. States, on the other hand, can tap personal and corporate incomes and levy a variety of special taxes. To say these are not felt by the citizens is far from the truth. But some sort of upward leveling, some minimum standard of expenditure sustained by state appropriations, is essential. State aid to local schools is already an established principle in many parts of the United States, and it will be extended. In fact, it must be.

Those who believe in panaceas, along with some who don't, have been calling for aid from federal funds. The advocates of federal aid point to the vast disparities of wealth among the states. How, they ask, can we provide equal opportunities throughout the nation unless Uncle Sam pitches in? Maybe they are right and he will have to do so. But a forced advance of education in backward areas would be somewhat of a shock. You can't do these things overnight, any more than you can suddenly fill the public libraries with the world's best literature and expect it to be taken out and read.

The states are closer to the scene of action. They can more easily determine the next step and the next.

States that can lie back and let the federal government foot the bills are always happy to comply. But what the states do for themselves they will do with less waste, more understanding and more fairness.

Thus, at any rate, runs the counter argument to federal aid.

Whether this be right or wrong, few will deny that the money problem of the schools is much more than merely local. It is local; it is statewide; many think is also national.

The Merriam Webster Centenary

One hundred years ago this coming September, a firm of booksellers and printers in Springfield, Massachusetts, started to specialize in publishing dictionaries of the English language. The firm consisted of George and Charles Merriam. Their dictionary project began with purchase of publishing rights from the heirs of Noah Webster whose first lexicon had appeared in 1828 in two volumes priced at twenty dollars. The Merriam brothers had the vision of a Henry Ford or a George Eastman. They put out their Unabridged Webster in one volume at six dollars — and the sales were sensational. At least three other major revisions have occurred. In fact, revision is almost continuous, as the scholarly editors of the G. and C. Merriam Company assemble information about new words and new word meanings from current publications and some two hundred collaborating authorities in many different fields.

Incidentally, we get some notion of the growing complexity of life and the ramifications of modern thought by noting that the original Webster listed only 70,000 words, as compared with 600,000 or nearly ten times that number in the latest edition of the New International which carries on the Webster tradition so splendidly.

The Merriam people deserve a lot of credit for their steady, painstaking labor in recording each important development in the English vocabulary, so as to maintain a true standard of the best usage.

Thanks to a century of Merriam Webster enterprise, Springfield has become "Word Capitol" of the English-speaking world.

The State of the State of Washington

The ubiquitous Dr. Strayer of Teachers College, Columbia has turned up in the far Northwest, where he has completed a survey for the State of Washington. His report is contained in a volume of some 270 pages. It discloses that Washington is quite an average state, educationally, with much to commend and more to improve—the improving to be done in part with better organization and in part with money. The per-pupil spending in Washington is $147 per year. The average for the United States is $116. The highest is that of New York State, which is $185.

Dr. Strayer is always concerned with keeping education out of politics. His Boston report, for example, proposed a roundabout way of selecting a municipal board of education. His report for the State of Washington likewise recommends a plan for removing the commissionership from the ballot. A convention representing local boards of education would elect the State Board of Education, which would, in turn, elect the State Commissioner.

The device is perhaps a trifle complicated. But the two common practices of putting the office of commissioner up to the voters of the state, and of having him appointed by the Governor, both have their disadvantages. The head of a state's education department ought not to be chosen for his vote-getting ability or for his party loyalty and influence with the Governor. Appointment by a Governor is successful when done on a high level of non-partisan selection. But Governors sometimes stoop to lower standards.

Appreciate Democracy

This nation has engaged in two wars to make the world safe for democracy, and is still wondering if it is as safe as it appeared to be in 1912. Today we are more aware of the flaws in our great experiment than of its essential rightness and unlimited potentialities for the happiness and good of all who intelligently live and work together in a democratic system.

With fascism temporarily routed, communism cheerfully assumes the task of needling the democratic countries and the democratic systems. No doubt it will always be possible for a government that employs its propaganda machine as Dame Gossip does her tongue, to point out our failures and shortcomings no matter how well we succeed in general. But the fact that eavesdropping goes on continuously may well be kept in mind. How our actions seem to people at a distance is probably more important than we have heretofore imagined.

A democratic nation cannot properly employ the methods of a dictator even to set other nations free from their dictators. We must assume that all men in their hearts desire to rise above serfdom. We can but hope, and point the way.

We need somehow to awaken within ourselves much more faith in our institutions and liberties and corresponding duties than we have felt in recent years. Most of us do not see our accustomed way of life in true perspective. We take our inherited privileges too much for granted. The new has worn off, and with it has gone our enthusiasm, our devotion to the democratic ideal that makes us want other peoples the world over to enjoy self government, freedom of thought and speech and worship, and the other things that belong with human dignity.

Had we half the zeal for democracy that the fifth columnists among us have managed to whip up as a result of alien influence, our democracy could breathe more easily than it does in the world today.

XUM

HUMAN RELATIONS: SCIENCE AND ART

HENRY NOBLE MacCRACKEN
President-Emeritus
Vassar College

DO YOU want to know why I joined the National Conference of Christians and Jews? A medievalist of sorts, beguiled into a thirty years' exile in a college swivel-chair, and lately set free, ought to look forward to rolling around in the green pastures of scholarship? Why choose a field of controversy?

I suppose my line of reasoning ran something like this: The world crisis is at hand. The United States has chosen to lead. We cannot turn back. But in order to lead, we must be one. Also, rifts must be healed, so that our power is unimpaired. Chief of these rifts is the problem of discrimination. Until that is ended, we shall not speak of democracy with authority or sincerity. There are two areas of discrimination, racial and religious. Class tensions also must be considered, but discrimination does not describe the area. The Negro problem is for the South to solve, for the most part. The North, where I live, is the center of discrimination based on nationality, language, and religion. That is the place for me, since a man fights best in his own country.

As an educator, I must seek to analyze the problem. I find it to be in the area of group tensions, a symptom of modern maladjustment. Groups have grown in extent and intensity. They control our actions, taking the place of the controls that used to stem from family and village. All the techniques of mass are at their disposal: radio, advertising, screen, stage and press. They struggle with each other for mastery of the state. In proportion as they grow, other loyalties have waned in strength. The individual yields his personal code of conduct to the group.

At this stage, group has come into conflict with group. There is tension all along the line, in every social area; economics, politics, civics. Law still holds final control in the first two, but in civics, especially in the United States, private group action is dominant. Hence, the problem must be solved by private initiative.

But how?

There seem to be two answers; by religious authority; and by science and art. But organized religious authority reaches only those within religious groupings. Half our people are not included. Science and art are universal in their contact. They have not been tried. Let's try them. Not in opposition to religion, for they are religion's servants; not in substitution, but in addition.

By science I mean the acquisition of knowledge; by art, the use of such knowledge in a design. So, all applied science is art, and all that is *known* about art is science. Exact science, so-called, is only a small segment of science; science includes all knowledge, proved or unproved. Art includes the inventor's vision and the mathematician's formula, as well as the poet's. There is no 'fine' art; it is all 'fine', all praiseworthy. There is no hierarchy of either science or art; they are all members of one body.

But there is a precedence of history. Some science and most art are very young, undeveloped. Much of what is known is known to only a few. Coordination is needed, to tidy up the logistics of human knowledge, to reorganize the front, and to throw the heaviest weight of artillery where it will have the best effect. We need a Monty in the field.

The Science of Man is partial, not integral. We must make it integral. It must concern the whole man, not his parts.* A distinguished biochemist points this out, both for his fellow-scientists and his general audience, in a simple, readable book. He calls his task "humanics," though for my part anthropology will do as well, if the world "cultural" is added. I am not sure that my author realizes the depth to which the anthropological rangers have penetrated the human frontiers.

At any rate, in the most recent years an effort is being made to bring all science into line for a great forward movement in the nature of man. His race, his body, his pressures, his glands, his feelings, his thoughts, his acts — all these and every other manifestation we are beginning to treat *as a whole*,—and a new science is emerging. Never mind the name, it is here.

From this we learn—that all men are brothers. But religion has always taught this. Yes, but we did not believe it, or if we did, it was with our minds only. Few of us believed it in our hearts, and pondered it there. Still fewer lived it. Now comes science, and proves it, by biology,—comparative anatomy and physiology, anthropology, sociology—we cannot hug the myth of the superiority of any one group any longer and be modern. We *know* it is false.

Now comes art and says, if you know these things, you are happy

* See "The Human Frontier," by Roger S. Williams, p. 146.

if you do them. You can translate this into your human contacts, which we call human relations. You can do these things at every level, industrial, social, personal. You can do them poorly, or surpassingly well. You can make them functional, and beautiful. You will find your greatest joy in their fulfillment.

One of the first groups to discover this in recent days was, I think, the industrial group. The discovery came about for very selfish reasons. Industrialists discovered that it did no good to keep machines working smoothly, when the shop did not work smoothly. The shop was human. So industry set about to train its shop leaders in human relations. So did the unions. The result is that the best work in human relations is now being done, not in school or in university, but in the factory.

But from the factory, via the business college and the engineering school, strange to say, the science and art of human relations is again entering the classroom, and pervading the campus. Education is beginning to look upon the school as a laboratory of human relations. This is the new humanism, a discovery as important for culture as the recovery of the classics, with their insight into man's inner life, four hundred years ago.

Human relations, I believe, compose the catalyst that will resolve the problem of the campus—the reconciliation of the "main show" with the "side show." There is really only one show, and that is life. Only intransigent and entrenched tradition today resists the movement to unite them in one. The harmony that results from this integration is what we know today as "liberal" education. It sets free the whole personality for confident and complete contact with its society.

But the world can't wait very long for it. There is a war on, as you may have heard—a war against ignorance and prejudice, against short-sightedness and precipitancy, against power-grabbing and intimidation, against mob-rule and mass-exploitation, against hoods and masks and passwords and shibboleths, against all the black arts of superstition.

So, science and art must be mobilized, and at once. Here is where the National Conference of Christians and Jews comes in. Its offices, organized in sixty American cities, are helping its great membership to work for justice and amity among Protestants, Catholics and Jews, groups that roughly may be said to include most of our people. They are cooperating with school and college people in developing human relations as a subject of study and of practice. Their leaders are scientists and artists, but there are not enough of either kind of workmen. We need hundreds more, all social institutions, to set forth the new human science and art. The religions recognized this twenty years ago when the Conference was organized. Now education must carry the ball, too. Justice and amity are its watchwords, a justice based on proved facts of human brotherhood, an amity based on a new sensitivity that psychology has given. And, we need artists, too, artists of the newspaper and the novel, the play and the forum, the symphony and the dance. These, for our time, must be composed not for the few but for the many. A popular art is wanted, simple and sensuous, not with outworn cliches of an "Irish Rose," but the new breath-taking advance of science, as exciting as the plunge of a dive bomber and as beautiful as the path of a rocket upward a hundred miles. Wake up, generations of artists, and give us this art! Are you going to let Tarzan beat you to it?

The one hundred thousand members of the National Conference have been around. They have heard what is going on. There is a rumble of thunder in the air. Let's get to work, and get the crop in before the storm. In fact, let's stop the storm with a little atomic foresight.

All this sounds dithyrambic, doesn't it? The old man is off his nut. Maybe. Maybe not. Maybe we are on the threshold of a new day in education, when the schoolroom will be the most exciting place in the world, and when its lessons will be the beams of light down which young folks will travel, for life.

"FAIR PLAY IS THE DEMOCRATIC WAY"

But this way is not too generally practiced.

Brotherhood Week, February 16 to 23, is thus a necessary reminder of what should become a fact the year around.

The schools have a particular responsibility in all this. They have a responsibility equal to their opportunity—which is very great.

Children can be taught not to suspect or hate whole groups of people. They can learn to appreciate individuals of other races, religions or cultural backgrounds. They can be shown the dangers of prejudice, the wickedness of slander, the need of working out our problems together as a united people.

America cannot afford a reputation for disunity, since this stirs contempt, invites aggression.

Every intelligent citizen should be alerted against those who seek to divide our people or to set one class against another.

Thanks are owed by all of us to the National Conference of Christians and Jews for sponsoring Brotherhood Week, now in its fifteenth year, and for other activities in behalf of better human relations.

XUM

TEACHING LIFE THROUGH LITERATURE

LEWIS H. CHRISMAN
West Virginia Wesleyan College
Buckhannon

THERE can be no teaching of literature which does not deal with the complexities of human relationship. Literature has to do with what life has taught human beings. It undertakes to bring home to the understanding of the reader through the medium of language certain cross-sections of human existence. Books and life cannot be separated. First comes life and then literature. Writing which does not reflect life most certainly is not literature. In his Harvard Phi Beta Kappa address of 1837, "The American Scholar," Emerson packed much wisdom into a few sentences when he averred, "Only so much do I know as I have lived. Instantly we know whose words are loaded with life and whose not."

It follows from this that teaching literature is the connecting of life with life. Dr. George E. Woodberry in a passage packed with thought has stated: "The secret of appreciation is to share the passion for life that literature itself exemplifies and contains; out of real experience, the best that one can have, to possess oneself of that imaginary experience which is the stuff of larger life and the place of the ideal expansion of the soul, the gateway to which is art in all forms and primarily literature; to avail oneself of that for pleasure and wisdom and fullness of life." This is a large order. The ability to read, in the largest and truest sense of the word, means an openness to the truths of life. Henry Van Dyke in speaking of his professorship at Princeton used to refer to himself as a "teacher of reading." This is true of any genuine teacher of literature, whether his field of action be in the lower grades or the graduate school. He is an interpreter of life. His primary excuse for existence is to bring together the mind of the author and that of the student.

Yet not all nominal teachers of literature measure up to this privilege and responsibility. Some years ago when the professor of literature in a small college of the Middle West was absent for his Sabbatical year, a young man just out of the university, weighted down with a brand new degree, took his place. One of the courses which he taught was a typical survey of English literature. The course started as usual, but when the class arrived at Chaucer, the machinery stopped. It happened that the instructor was a specialist in that field. His crammed notebooks were brought into requisition. The docile students did their best to assimilate the erudite pabulum which was ladled out to them. When the Christmas vacation came, they were still lost in the Chaucerian morasses into which they had been led. Here be it said that no English poet is easier to teach than Chaucer, of all authors one of the most genuine, vital, and human. But these undergraduates had had none of that. For months they had listened with waning patience to hypotheses concerning the dates, the number and the influence of Chaucer's visits to the continent. Occasionally for dessert they had been regaled with explanations of his sources and the part that they had played in molding his style.

This may be an extreme instance. There may be grounds for debating whether or not the instruction given the class was entirely devoid of value. But whatever the apprentice professor was doing, he was not teaching literature, however much he detailed his excursions into literary backgrounds. It must be admitted that he was neither the first nor the last so-called teacher of literature who ignored the very things which justify the inclusion of his subject in the curriculum.

Every once in awhile we come across evidences of the tendency to emphasize the inconsequential and pay no attention to the higher values. Several years have passed since Rebecca was in my class in Shakespeare. My first impression was that her high school work in that subject had been exceedingly good, on the part of both her and her teacher. At the outset she knew more about the sources of the Shakespearean plays than many college students ever learn. She possessed high skill in noting the number of end-stop and run-on lines in the different plays. She was a product of that system which diagrammed plays, and she was very proficient in pointing out the definite climax of each, at the point where the "line of ascending interest" ended and that of "descending interest" began. Her quickness in noting deviations from the regularity of the blank verse was a rebuke to the slowness of the teacher. At first I was proud

of her, but eventually it dawned upon me that thus far she had gone and no farther. The great passages in Hamlet or Macbeth did not thrill her. She was more interested in the dramatic unities of the Tempest than she was in the magic of its poetry. She looked upon humor as something a little bit beneath her attention. The insight into character and motives, which possibly as much as anything else has helped to make Shakespeare a mountain-peak figure of literature, had apparently been completely ignored in the classroom from which she had come.

Contact with good literature is one of the very best ways of learning to live in the minds and hearts of other pople. It helps one to understand different points of view. There is no surer antidote to a narrow and contracted view of life than that which is brought by literature taught, as it always should be, with emphasis upon the human values. All real education is deprovincializing. One of the most accurate yardsticks with which to measure the breadth of a man's culture is the size of the world in which he lives. Our direct contacts are at best limited by time and space. If these are not reenforced by the vicarious associations brought to us through literature, our lives are cabined, cribbed, and confined. Tennyson mentions those who thought

"the rustic cackle of their burg
The murmur of the world."

Such a parochial-mindedness can manifest itself in innumerable ways. It is through sympathy and imaginations that one can enter into the lives of others, and these are qualities which literature most cultivates by exercise.

Illustrations of this are innumerable. Robert Browning is preeminent as a practical psychologist. What varied types we meet in his world. Not all of them are heroic. Some are far from being models of rectitude. Some of them we admire and others we feel that we should despise. Fra Lippo Lippi, whom we meet in the poem bearing his name, was somewhat of a scamp, although a rather amiable one. Although we cannot respect him we are inclined to like him. Andrea del Sarto, "the faultless painter," but a decidedly faulty individual, impresses us as a very poor specimen of the human race, cringing, pusilanimous, crooked as a dog's hind leg. We despise him, but we cannot completely deny him our sympathy.

But we do not have to stop with one author for our human contacts. We are told that Dickens has too many people in his novels, and most of us would agree with such a statement. We are also informed that his characters are often cartoons. Yet how they extend our range. Years ago I knew a relatively unlettered Englishman, if one can say this about a man who knew his Dickens from beginning to end. And because he was so well acquainted with this small army of men and women he was a better judge of those whom he met in real life, far from the hopfields of the Kent, which he had known so well half a century before.

Another of the major contributions of literature to life is its presentation of the great uplifting ideals of the ages which upon its pages are expressed better than they are anywhere else. In Alpheus T. Mason's *Brandeis, A Free Man's Life* there are several quotations from that towering Greek dramatist, Euripides (480-406 B. C.), from which the great jurist drew enduring inspiration. Augustine Birrell, a member of the English Parliament of the last generation and one of the most clear-sighted critics of his day used to say, "Young man, do not be in a hurry to leave your Carlyle unread." Now and then we are told that the fiery prophet of Craigenputtock and Chelsea belongs to another day and that his voice is no longer heard. Such a statement would be hard to prove and at all events, for more than a century it reached the hearts of men with a true prophetic eloquence. And he has not stood alone. At least one American soldier of World War II carried with him to the ends of the earth for food for his soul a battered copy of the essays of Carlyle's American friend, Ralph Waldo Emerson.

Sometimes those who are teaching literature, or going through the motions of doing so, do not avail themselves of their opportunity of passing along the great ideals of the ages. Instead they substitute what William James termed "little pepper-corns of knowledge," which do not have the slightest influence upon the future life or personality of the students. I once visited on several occasions in one of our great universities, a class in eighteenth century literature, which was taught by a man who was really afraid to teach. If he occasionally forgot himself and interpreted the material, he would suddenly stop and with an embarrassed smile apologize for "moralizing" and go back to his "peppercorns."

Moralizing is making certain observations on life or conduct. The word suggests the trite and the tedious. In this sense nobody cares to hear it. But to assume that literature has no relation to the great ethical principals upon which all successful human relations are based would be an error of the crassest stupidity. One of the most exact and inclusive definitions of literature is that of John Morley: "Literature consists of all the books — and there are not so many — where moral truth and human passion are touched with a certain largeness, sanity, and attraction of form." The world's greatest literature is that which has to do with the wide, deep and complex problems of the conduct of life. The real teacher teaches life through literature by means of teaching literature through life.

XUM

HATE CONTROL

How to Further It Today and Achieve It in the Future

ROBERT TYSON
Department of Psychology
Hunter College, New York

MUST humans hate?

That question is the most urgent one facing us now, for reasons too clear to need repeating. These paragraphs attempt a brief practical outline for hate control.

Today it is generally believed that an infant has an unlearned tendency to explore and master its surroundings. Quite simply and quite inevitably this tendency is thwarted by things and people. At a certain point thwarting induces fear and rage. These add up to hate.

The *degree* of hatred depends on the degree of thwarting. The *objects* of hatred are, of course, learned. And for this reason they are subject to control.

Our problem is twofold. We must lessen thwarting that breeds overaggressiveness. Reasonable and natural aggressiveness must be directed into socially useful channels.

How can we do this?

Here are seven immediate possibilities:

1. *Let children be secure in the love of their parents.*

Yes, a very difficult matter. But child guidance is already provided for, in part at least, by popular interest in psychology and intermittent PTA meetings. It should be an educational "must," regularly scheduled, required.

2. *Provide a liberal early education in democracy.*

The ideal of democratic family life has made progress, but must make a good deal more. Moreover, nursery schools and kindergartens, as well as the lower grades, play their vital roles as the first institutions in a child's life which can be living demonstrations of democracy.

After all, it is only democracy that can insure an equitable and obviously fair division of pleasure and burden. To imagine that we can eliminate hate by suddenly and miraculously becoming emotionally mature is fantastic. But it *is* within the realm of possibility for us to recognize our emotional immaturity and apply necessary controls to ourselves.

Self-regulation is the most practical immediate step to curb hatred. We should stop being naively surprised when any group—perhaps including ourselves — is allowed to take advantage of other groups, and proceeds directly to do so. We can *vote* ourselves free of our hate-manufacturing trends.

Votes can produce accurate knowledge of all peoples, eliminating prejudice. Votes can circulate freely and widely all the facts social science has ready right now. Votes can make it a crime to play up hate as a matter of policy.

Since "democracy" is one of those good words used to color favorably so many sorts of views, some definition is in order. Democracy as used in this discussion refers to a system of government by consent, open to continuous criticism and revision by the governed. It specifically does *not* refer to any government, however sincere or well-conceived for the time, by any group not open to continuous criticism and revision.

3. *Teach the scientific method—in social matters.*

Encourage the questioning attitude in children—the kind of open fact seeking and evidence weighing that does not permit prejudice on the basis of race, creed, or color.

4. *Do not add fuel to the fire of competition.*

Competition of some sort seems unavoidable. But surely we know enough today to stop making it more intense by pitting one child against another, by artificially stimulating a life-long race against other people.

5. *Teach the new psychology of success—improvement.*

Start early to compare a child's work with his *own* record rather than the records of other children with different endowments and different opportunities. Let the new set of values be greater achievement, a job well done, not beating the other fellow to it.

6. *Aim aggressiveness at proper objects.*

Let us aim hatred at the bullies, the opponents of democracy, the unsolved problems of disease and disaster, at ignorance and its unfortunate aftermath.

7. *Teach tolerance towards* OURSELVES.

It is well known today that much hatred is unconscious, seeking a devious excuse for making an appearance. Every parent and teacher can try to minimize this psychological threat by a permissive attitude towards natural childish aggressiveness.

For most of us it is hardly necessary to add that a permissive attitude does not imply lack of discipline or control. It simply means not making a child feel guilty about perfectly normal anger experienced in the rigorous business of becoming socialized.

And here are five thoughts for the future, since any larger view of hate-prevention must include more than home-school measures:

1. *Work towards more economic security.*

Does any one at all doubt that full employment lessens the appeals of hate-mongers? Is there any well-informed person who does not recognize how financial insecurity contributes to unstable home emotions?

2. *Extend fair methods of personnel selection and advancement.*

Rankling resentment, fear, and unwholesome methods of competition may be dealt with at least to some extent by the extension of personnel selection systems that make use of modern objective methods.

3. *Make fully known the horrors of war.*

War is the ultimate and terrible result of hate. Yet we seem prudish about making clear its true nature.

In our own country the impact of death and wounds struck enough people, to be sure. But to millions of others, more fortunate, the war represented mainly extreme inconvenience. Can we afford to be so cautious with those motion pictures and written descriptions which bring home the lesson in telling style? Must most of us, except for the bereaved and wounded, again forget?

4. *Vote more scientists into government.*

It is about time we substituted facts and impartial investigation for emotional appeals and traditions of doubtful value.

5. *Educator, teach thyself!*

Who should be democratic and friendly?

Educators gather in impressive conventions and give an impressive answer: "Why, those other fellows, of course!"

To what extent are educators themselves, and educational institutions as well, models of democracy and fairness? Is the "ivory tower" of learning free of hatred? In many, many instances a good place for an educator to begin his good will campaign is in his own office.

How much can we accomplish in fighting hate? No one's crystal is clear enough to let him dare a guess. But this we can and must do:

We can, with full recognition of the obstacles, apply every method we know at every opportunity that offers itself for hate control.

Is any task more important?

TEACHER STRIKES—WHOSE FAULT?

BEATRICE OXLEY

THE county and local boards of education, together with local superintendents have brought the school strikes upon themselves. Teachers who feel that their superintendents and boards have failed them, when they have no other recourse, have employed the walk-out.

This paper is a report on a teachers' strike, for teachers' strikes are occuring with increasing frequency; and, think of them as we will, either as a disgrace or a benefit to the profession, the strike weapon has definitely entered the educational field. The teachers' strike has proved to be a weapon of peculiar power, for though communities may not be conscious of the value of their schools to the point of adequately caring for their teachers financially, yet they come with a jolt to a realization of school importance, if the schools cease operations.

A school-strike has something of the appalling effect of a general strike, for teachers, through many years of devotion to duty, have built up the feeling of steadiness and stability in the schools to such an extent, that the school-status cannot be altered without severe sense of dislocation; dislocation among the two classes of parents: those who covet the best training for their children, and those who regard it as the function of the school to relieve them of responsibility of their troublesome offspring for the greater part of the day.

The strike of which I write was no more than a quiet, thoughtful vote not to go to their class-rooms to teach on a Friday morning, when the assembled teachers heard the report of their committee that on the night preceding, the school board, with what amounted to contempt, had refused to grant any of their requests.

A storm of protest from the community, however, forced the board to act swiftly in the teachers' favor before five days had passed. Perhaps it was done because of zeal for education; or perhaps it was done because it proved hard for mothers, when thirteen hundred children were dumped back into their laps, just at Christmas-shopping time. At any rate, demands which had been curtly refused, were speedily granted.

The conditions which brought on the strike in this school were not very different from those existing in many hundreds of schools in our state, and no doubt it is the earnest wish of those comparatively few teachers who have been forced to reach for the keen, sword-like weapon of the strike, that conditions generally will be improved because of the drastic action to which they have been forced.

In this particular instance, no one person or official was directly blamed; it was a situation which

XUM

had been built up during a number of years.

The school is a centralized school, but in the suburbs of a large city. In this city, last fall, at the request of the teachers' federation, the board of education asked the board of elections to sponsor a three mill levy, and when the levy passed, granted the teachers an increase of salary amounting to a sum between five and six hundred dollars.

In the suburb, it had been given out that the financial situation was good, and the scale of salaries was supposed to be uniform for grade and high-school teachers, with a minimum and maximum wage, the maximum to be reached by virtue of experience.

When the budget was made out early in the year, the teachers were informed that each would receive an adjustment of $180 in addition to the normal yearly increment, of $50 for teachers without degrees, of which there are a very few left; and of $100 for those with a degree. But at that time, no teacher was told the actual amount of his salary, and when the salary notations were finally mailed out, the first week in July, it was found that the regular increments in salary had been omitted. Moreover, when questions were asked, we were told that the $180 was a cost of living adjustment; so that our base salaries had in fact been reduced.

During the summer, however, lights were set up on the football field, and an expensive steel fence was built all around the large school grounds. The cost of these improvements ran into many thousands of dollars, and the fence was no improvement, for the children used it only as an invitation to climb over. This work could have easily waited for a community levy, which would have been forthcoming, for the district loves its football team; moreover, it did not need to be pushed, in a summer when veterans needed the wood and the steel for housing.

With the first of September, the school was in the state of a beehive, where each bee is buzzing furiously alone, but the impulse to swarm has not yet amalgamated the mass.

In the faculty were a number of specially fine young service men, returned but recently from fighting German and Japanese tyranny abroad, and in no mood to submit to a petty tyranny at home, which prevented their paying their mounting grocery bills.

These young men spear-headed the formation of a teachers' federation, whose first effort was to ask the various teachers to disclose the amount of their salaries. Each had been called privately into the main office, and had been hired for whatever sum it was judged would be just sufficient to retain his services. Thus timid teachers received less, and the bold more; thus, also, each year, the feelings of suspicion of favoritism had developed, so that the number of resignations because of discontent had been far too large, even in wartime. Though teachers entering the system had been assured that $1800 was the highest amount paid, it now appeared that salaries ranged from $1400 to $3150, with no righteousness of alignment, but only the chances which attend any bidding for slave-labor, where the laborer is voiceless.

One valuable teacher had been let go, because she asked that an offer she had received for three hundred dollars more than her salary, be matched; but the new teacher procured to replace her, was granted five hundred dollars advance.

This strike has been settled in the teachers' favor, and a unified schedule of salaries set up for next year, involving a careful study of teachers experience and training. The faculty will return to their schoolrooms with heads a bit more uplifted, with an added self-respect, and with a resolve to show the community that they still love their children.

In every meeting of the local board of education henceforth, will be a committe from the federation of classroom teachers. At present, this seems the only way for teacher participation in the conduct of the schools. But in our state, as well as in others, the administration of education needs democratization.

School boards have arrogated to themselves a power that has been astonishingly despotic. Theirs has been the sole voice in hiring superintendents, who are retained for the purpose of saving money, particularly in teachers' salaries. There have been, of course, in many locations, whispers of real misuse of funds. In one village, the auditor found a discrepancy of ten thousand dollars, but nothing was done about it, because the members of the school-board were among the most respected business men in that town. Again, in the face of a scandal in which the name of one of his teachers was involved, a superintendent was retained because he had kept the board out of debt.

These, of course, are the more flagrant instances, but it remains true that boards of education have not been as effective as they should be. It is a case of men often quite ignorant of school work controlling to no advantage those trained in the profession.

Possibly every board should have as a voting member, one person from the school staff. Perhaps this will be the result of that attendance of teachers upon board meetings being brought about by the numerous new teachers' federations.

As for the superintendents, they have been unduly favored. With the centralization of the county schools, in many instances, a man has been installed as superintendent of one building at a salary commensurate with the salaries of men who direct ten or fifteen schools in fairly large cities. Moreover, men of no outstanding ability, but with some influence upon a board of education, have been given salaries as much as two thou-

sand dollars in excess of men teaching under them of the same experience and training. With the wage scale what it is, certainly a gap of five hundred dollars between teachers and superintendents should be sufficient; and it might make for content and efficiency, if there were established some such rotary system as that used by one of our large church denominations, whereby its district superintendents are alternately raised from the ranks, and then demoted after a term of six years.

The place to guard our democracy is in our everyday circumstances, and for the sake of their children, the public should know that questionable politics does not begin with corrupt city wards, but with boards of education in remote country districts.

LANGUAGE LESSON FROM LINCOLN

LOUIS FOLEY

IT IS my belief that any choice passage from literature which is required to be memorized in school should first be explained by the teacher so that the pupils understand it before they learn it by heart. This, however, is a counsel of perfection which it may never be possible to follow completely in actual practice. My chief reason for believing in this method is that I think it makes the memorizing process easier. Once you see clearly just what a statement means, then, if it really has the finality of form which alone can make it "classic," the manner of its wording is likely to seem inevitable. The exact remembering of it is no problem, for the thing seems to be said as it naturally would be—as it has to be if just that thought is to be expressed.

Yet any selection which is worth taking the trouble to memorize in childhood or youth, and so to hold without effort thereafter as an inalienable possession, must involve shades and depths of meaning which only years of experience and mature reflection will ever enable us to perceive. Moreover, we must have already known that form of words for a long time, in order for it to surprise us one day with a sudden newness in what we had taken for granted as familiar and obvious.

If a person is not prepared to appreciate something in its entirety, should he be denied the privilege of enjoying it so far as he can? If such were the case, many devoted and distinguished lovers of literature would be ruled out. Lines from Shakespeare which everyone knows, or verses from the Bible, are frequently quoted in connections which show plainly that their intended meaning was not grasped at all. Or consider the example of Gray's *Elegy*, so often acclaimed as the "greatest" or "best loved" poem in the English language. Not only, in all probability, untold thousands of unrecorded admirers, but numerous editors, well-known anthologists, and literary critics, have shown unmistakably that they had grossly misinterpreted various lines which are among the most celebrated in the whole poem.

We may feel that half a loaf is better than none, and that even a very limited comprehension of great utterances of the ages is considerably better than not knowing them at all. Yet surely we ought to make as much of our heritage as we can. All genuine classics are rich in lessons to be drawn from them—lessons applicable in countless ways to all manner of other things — as by-products of our accomplishing the primary object, a full understanding of what they have to say. That includes much more than "meanings of words" as they are to be discovered by searching the dictionary.

Lincoln's famous *Gettysburg Address* has been much praised as an allegedly unsurpassed example of perfection in English prose. With all the emphasis that has long been laid upon it, however, I think that not enough has been done to make students see *why* or *how* it holds its rank as an eternal "classic" of our national literature. A few items will perhaps suffice to demonstrate my point.

When I learned to recite that address in unison with my classmates in grade-school, there was one place where a number of us always felt an irresistible urge to make a slight modification in the text. It was the phrase which—though thus far only in preliminary and negative form—might be said to strike the keynote of a *dedication*, which was the purpose of the speech. *Sotto voce*, of course, for reasons of decorum, we could not keep ourselves from adding an extra syllable. We simply had to say: "We cannot dedicate, we cannot consecrate, we cannot *hallowcrate* this ground."

On the surface this appears as merely a childish tendency to fall into a rut and continue hitting on a pattern of rhythm and as-

XUM

sonance by a sort of primitive compulsion. It could not have happened, however, if we had had genuinely in mind the meanings of those words, the full meaning which necessarily includes their tone. And the classic device of art in that example of "esthetic surprise" was completely lost upon us of course. It illustrates perfectly and with complete appropriateness a bit of the technique known to the great orators of ancient times.

Dedicate naturally comes first in the series, and then the stronger term *consecrate*. These words of Latin origin express the solemn nature of the occasion, the performance of a rite; they carry an air of impersonal formality. Then for the climax we suddenly shift to another tone with the old vernacular word *hallow*, which has about it an aura of human warmth and mellowness, as it suggests the affectionate veneration of saintly souls who have passed on. Surely anyone who has no feeling for this graduation of word-values cannot claim to have fully understood what Lincoln meant.

Perhaps the commonest instance of popular misapprehension is to be seen in the oft-quoted phrase from the last sentence of the address: "government of the people, by the people, and for the people." Just as we did when we recited it back in grade-school days, nearly everyone speaks that phrase as if it were a play upon a series of prepositions, with the accent on "of", "by", and "for". Of course in English a preposition is always unaccented unless—as can happen only rarely in good diction—its meaning is being contrasted with that of another preposition, as "I said *on* the box, not *in* it." We have testimony, however, from listeners on the actual occasion, that Lincoln emphasized the word *people* throughout the phrase. Naturally he would do so, for that is the important word. Moreover, I think it is clear that the three prepositional phrases do not form a "series" in the ordinary sense. Only the second and third, introduced by "by" and "for", add new meaning. So far as intellectual content is concerned, the words "of the people" at the beginning are superfluous; he might have said simply *government*, for any government governs the people who live under it, and no one else. It serves an oratorical purpose, however, in preparing us for the emphasis on *people* in the part which follows. Anyone who thinks it over carefully will see, I believe, that the *first* "people" would naturally be pronounced somewhat less emphatically than the second and third, and that there would be about equal stress on the word *government*. And once more, if a person entirely misses this manner of speaking, has he really understood what Lincoln meant?

It has been pointed out that the address gains initial effectiveness by beginning with "Four score and seven years ago" instead of simply eighty-seven years. One is reminded of Napoleon's speech to his troops in the shadow of the Pyramids of Egypt, when instead of mentioning 4000 years he said, "Forty centuries look down upon us." Marking off the long period in units that have more relationship to the length of human life helps us to feel the passage of time and the events with which it was filled. But there seems to be another element in this old-fashioned expression which Lincoln used. Does it not clearly echo the Biblical statement of the number of years of a human life, "three score and ten"? Addressed to a generation of Americans who were familiar with the Bible, the words would evoke a certain religious atmosphere, besides conveying the idea of a longer time than the length of an ordinary human life. Much less than in Lincoln's time, however, can an orator now take for granted that his hearers are well acquainted with the Bible in the King James version.

Lincoln's mastery of the spoken tongue surely involved a feeling for the values of the linguistic components which go together to form our speech. Certainly his address cannot be disposed of as "Anglo-Saxon". Among the 266 words which it contains, we find four different words which came into English from Latin, and 38 which came from French. Since a number of these different words are repeated, they amount to a considerably larger proportion than the relation of 4 and 38 to 266. But language is not a mathematical system; words cannot be measured as "units". The real point is the relative importance of these words to the meaning of the thing as a whole. The Latin words are: *dedicated* (used six times), *created*, *consecrate* (twice), and *add*. The words from French are: *continent*, *nation* (five times), *conceived* (twice), *liberty*, *proposition*, *equal*, *engaged*, *civil*, *war* (twice), *testing*, *endure*, *battle*, *portion*, *final*, *place*, *proper*, *larger*, *sense*, *brave*, *power*, *detract*, *note*, *remember*, *unfinished*, *nobly*, *advanced*, *task*, *remaining*, *honored*, *increased*, *devotion* (twice), *cause*, *measure*, *resolve*, *vain*, *government*, *people* (three times), and *perish*. For the most part, the Anglo-Saxon element perform its customary function with "grammar words" which cement these meaningful concepts into a pattern that we grasp readily as we go along. The burden of the thought, however, is carried by the words which text-books traditionally classify as of "foreign" origin, but which are as integral and indispensable to English as the words that are called "native".

For so short a speech, Lincoln's address repeats certain words rather surprisingly often. Yet it would never occur to anyone to find fault with it on that account. The repetition is a steady re-enforcement of what is truly important; it is a knowing use of

rhetorical method. It is infinitely different from the pointless repetition of unnecessary words in lazy or thoughtless speech or writing.

Such are some of the things which come to light when we consider attentively the famous pronouncement at Gettysburg. Would it not be worth our while to make our young people aware of them? "Lip-service" in the reciting of those celebrated sentences may be made the basis of a real educational experience.

EMMY CALLED THEM GIFTS

MARY KERR

EMMY came to school almost every day bearing floral gifts for Miss Smith. These would have been clearly acceptable if both Emmy and Miss Smith had not known that the gifts were stolen. This fact lay between them secretly.

Each morning Miss Smith said: "Thank you, Emmy, for the beautiful flowers. They'll make our room look lovely."

Each morning Emmy's eyes shone with pride and happiness because she had made a contribution after all.

After all the years of hate! Emmy wasn't bright at all, but she could hate. She hated almost everything. Most of all, she hated the taunts of the children: "There goes dumb Emmy, mean Emmy, dirty Emmy!" Sure, she lived in a no-good cabin with a dirt floor with whiskey bottles instead of flowers in the yard. She never had any clothes to wear, — just someone's cast-off rags, seldom any shoes at all. She was bony, and thin with a long sallow face. Maybe she was thirteen, maybe more. No one really knew. No one cared. She used the language of her father and mother, and it was called evil. She learned deceit and the craftiness of wild animals from necessity, and she was called wicked. But she could hate! Only, Miss Smith didn't hate back. She didn't make Emmy feel less than a jackrabbit. And since Emmy couldn't read [illegible] figure, all she could do [illegible] Smith was to bring flowers.

For her part, Miss Smith tusseled with her conscience in the long hours of the evening. Surely it was her duty to tell Emmy that the gifts, being stolen, could not be accepted and Emmy must make restitution. She felt the hot words of the righteous: "That teacher even encourages thieving among her pupils!" Yet she had not the heart for destroying the beginning of a warm, human response in Emmy. She simply could not tell Emmy that her contribution was unacceptable. "Some day she'll be ready," she said to herself, "and someday this response that Emmy is building up will be more useful than anything I might say now." And so she continued to accept the flowers from the churchyard down the road, from Mrs. Jonas and Mr. Blake.

One morning a howl went up when Emmy arrived at school, her coat pockets bulging. Martha came running to Miss Smith.

"Oh, Miss Smith, Emmy's taken a lot of things from my Aunt Bessie's house—I know she has! Aunt Bessie's went away on a visit and Emmy's just walked into her house and took what she wanted!"

It was true. Emmy was laden down with all the pretty things her starved life had not given her. There they were and she was saying to the outraged girls crowded about her desk:

"I told you - all, my mother bought them for me at the dime store. She did too!"

Emmy was trapped. The girls screamed their indignation. She was pathetic. Her straggly hair was never less attractive. Her dirty, torn coat hung limply from her starved shoulders. And through her hands sifted all the beauty of a world she could not possess: a soiled yellow ribbon, a piece of black velvet, sheer stockings, dime store jewels, a pouch purse.

"Girls, will you let me talk to Emmy?" Miss Smith asked.

The angry group drifted away to gossip about the affair. Emmy and Miss Smith were alone.

"Emmy," Miss Smith said, "I know that your mother would like to buy you these pretty things, I'm sure of it—but tell me, did she really, or did you borrow them from Martha's aunt?"

Emmy's mind worked slowly. She was not bright or clever but necessity had made her hard to trap into admission. Her eyes were shifty and cold. Not to the girls would she confess her guilt. Not to those who had never shown her any mercy would she ever speak. But here, with Miss Smith, it might be possible. It was an effort that pierced through long years of deceit. When Emmy's voice came, it was scarcely audible.

"I reckon I did borrow them from Aunt Bessie," Emmy said slowly.

"Well, Emmy, how do you think Aunt Bessie will feel if she comes back to find that one of us has taken her things? She left her house open because she trusted all of us, didn't she?"

"Yes, ma'am."

"Emmy, is there something that you could do to make this right, do you think?"

Emmy's eyes shifted aimlessly about the room. "I reckon I could put them back," she said, fingering a blue and yellow bird-cage pin lovingly. "I reckon that's what I'd better do right away," she repeated experimentally.

WASHINGTON, D.C., CHARTS THE CHILD

ELIZABETH M. ANDREWS
Principal, Bancroft School
Washington, D. C.

WE KNOW what the elementary school child does—but do we know what he is? He represents many things to many people. Is he the freshly scrubbed, submissive little darling his mother reluctantly leaves in the hands of the Kindergarten teacher? Is he the rain coated nature-lover who stands in a puddle squashing mud between his goloshes until after nine o'clock? Is he the altruist who shares with a new pupil from his own pencil box, yet deals a hearty blow to the elbow that dares to encroach on his side of the work table? Is he the amateur dietician who composes balanced menus in school and then spends his week's allowance, half an hour before dinner, for candy? Is he the baseball captain who commands, beseeches, and exhorts his players to better team play and then flings away the bat in disgust when he himself strikes out? Is he the nonchalant young man who, on the last day of his wavering elementary school career, tosses his teachers a casual goodbye, "I'll be seeing you"?

These questions could continue indefinitely. Is the child really the baby the intermediate grade teacher considers him when she is supervising the primary grade section of the playground? Is he the adult the primary teacher thinks he should be when she is on playground duty? Is he the completely integrated savant the junior high school expects to receive? The elementary school child is elusive.

The average teacher in the elementary schools of Washington is well-informed concerning the growth and development of children. Implications for experiences in the areas of health, physical education, and safety are readily apparent to and readily utilized by her. But with wartime loss of teachers, continuing into peacetime, large classes and combinations of grades have been a problem. In some instances physical, emotional, or social ages of pupils within a given group have covered a range of five years. More detailed knowledge of the child's sequences in growth, and therefore of sequences in his needs, seemed desirable.

In compiling the chart, *Child Growth and Development, Characteristics and Needs,* our Curriculum Committee on Health, Physical Education and Safety began with the child as he first enters school. We took him through those middle years, the not-so-little, not-so-big stage. We considered him as he approaches adolescence, as he is about to leave the elementary school. But did this cover every elementary school child? Theoretically, yes; actually, no. At the beginning of the scale, provision had to be made for the child who, although five years of age, is much less mature in many phases of growth. On the other end, the scale was extended to include the over-age pupil and the pupil who, because of a growth spurt, is in many ways more mature than his actual years.

The committee's final decision was to consider the child in five sequences:

Approaching 5 years
Age 5, 6, and 7 years
Age 8, 9, and 10 years
Age 11, 12, and 13 years
Age 14, 15, and 16 years

In each age-group three areas would be covered: Physical growth and development, Characteristics, Needs.

Although made according to a definite pattern, the chart was designed not to catalogue or to classify children but to emphasize major growth, characteristics, and needs of each age as guides to better planning in meeting individual differences.

In the hands of an alert teacher the chart may be used in a number of ways. The spread of a group in physical maturity may be estimated. Range in social attitudes in play may be found. The dentition level or sleep requirements of a certain pupil may be gaged. It is not expected, nor is it held desirable, that any individual will be entirely within a single age range. Because of possible divergence in the chronological, physical, emotional, and social ages of a child, he may display the characteristics and needs of several age-groups.

As a guide to successive steps in child development, the chart may be of assistance to parents also. A mother's worry that is why Mary

plays more socially than Jack when Jack is two years older, her negligence about Betty's carious six-year molars, or her non-comprehension of Henry's increasing irritability and stooped posture may be met more readily by the teacher who can explain, and perhaps demonstrate on the chart, certain significances in child development.

Child Growth and Development, Characteristics and Needs is only a preliminary draft. During the current year it will be in trial use in our city's elementary schools. At the end of that period, taking as a measurement the criticisms and suggestions made by those who have used the chart, we will revise it to meet their expressed needs. Following is a digest of some of the points covered by our chart:

The chart begins by listing various factors under skeletal growth, dentition, muscular development, motor skills, and development. It continues with an analysis of characteristics and needs of each age group.

It suggests some of the danger points in physical development: the beginning of postural defects in children as young as 6, the possibility of early near sightedness in the 8-year-old, the susceptibility to accidents of the hard-playing 10-year-olds, the need to watch for fatigue symptoms in the restless 11 to 14-year-olds, the possibility that delinquency in early adolescence may be caused by a feeling of "non-belonging in the home and the desire for other ties."

The chart puts the teacher on guard against symptoms that the child is not making too good an adjustment at a new level of growth. For instance, the 5 to 8-year-old may revert to babyhood traits on entering school; he may resume thumb-sucking or nail biting or even have lapses from toilet training. Teachers are urged to let this small fry play in the mud and snow and roll down hills because they have a great need of vigorous and boisterous play.

From 8 on, the child should be encouraged to take part in simple team games, because he is now reaching an age when he is willing to let his ego retire and abide by the decisions of his gang. The child of 8, 9 and 10 ought to be permitted to participate in family affairs and to set up his own standards. These are sign-posts of his growing maturity.

From 11 to 14, the child is shifting much more strongly to the codes of his companions and would rather have prestige with them than win the approval of parent and teacher.

By 14, the child tends to become a "know-it-all" and needs more than ever the kind of subtle adult guidance that does not appear to intrude on his freedom of choice. From 14 to 17 is the period, too, when a child first gets the urge to become a wage-earner. A major need at this stage is "family solidarity as a retreat from the stress of his widened horizons."

SHORTHAND SIMPLICITY

is the result of one-way easy-to-learn writing procedures.

ONLY in Thomas Natural Shorthand are the following high-frequency word endings expressed in *one* way:

	you write:	*then add:*
Past tense **ED**		
claimed	klam	— **DOT** following last stroke
fitted	fit	— **DOT** " " "
Superlative **EST**		
cheapest	chep	— **s** disjoined
fullest	ful	— **s** "
Final **ATE**		
create	kre	— **a**
accurate	akur	— **a**
Final **ITY**		
locality	lokl	— **t** disjoined
minority	minr	— **t** "
Final **LY**		
fitly	fit	— **e** disjoined
family	fam	— **e** "

These one-way easy-to-learn writing procedures are characteristic of *Thomas* simplicity. Students master the theory in one semester at the high school level and develop a writing speed on unfamiliar material of 80 to 120 words per minute in one school year.

As a shorthand teacher, you will find the transfer to Thomas easy and interesting. Just fill out the coupon below for the additional information you desire.

Gentlemen: I am interested in learning more about Thomas Natural Shorthand. Please send me:

☐ Additional information.

☐ Copy of text, and Teacher Training Course by Correspondence.

☐ The official magazine, The Thomas Shorthand Teacher.

Name.....

School.....

Address.....

City.....Zone.....State.....

JE/2

PRENTICE-HALL, Inc., 70 Fifth Ave., New York 11, N.Y.

A HOME REMEDY FOR DELINQUENCY

M. JAY MINKLER
Director, Parent Guidance Center
San Francisco, California

THREE and a half years ago, San Francisco began an unusual program for curbing delinquency. Since May of 1943, this city has recognized the inadequacy of focusing time, attention, and penal measures on young offenders, while allowing home factors, a major cause of delinquency, to go unchanged. Accordingly, our accent is no longer on youth, but on parents. In the minds of administrators, the term "parental delinquency" is uppermost.

To introduce this idea into the old program of arrests, hearings and convictions, the Parent Guidance Center was established as a tentative remedial measure. It is now an integral part of the adult education program, evening school division. Our philosophy was based on the assumption that a great proportion of juvenile delinquency is directly attributable to parents, who, either through apathy, the problems of poverty, or plain ignorance, neglect their natural obligations.

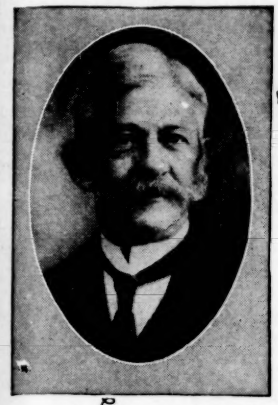
The Parent Guidance Center as our administrators devised it, serves to enlighten parents concerning their responsibilities and to familiarize them with community resources available for young people. Recreational facilities, church functions, social welfare organizations and youth clubs are shown as providing safe outlets for youthful energy and restlessness.

Let us observe a typical case. We are in the juvenile courtroom, where the referee, the prosecuted child, and the parents hold our attention as the case proceedings draw to a close. The decision has been reached; either the child has been referred to an institution, or has been placed on probation. This would ordinarily mark the completion of the case, but for us, it is only the beginning. Now, the referee turns to the parents and proceeds, "Mr. and Mrs. Jones: in the belief that the future welfare of your child depends largely upon the development of a healthy family atmosphere, you are directed to attend a course of eight lectures at the Parent Guidance Center." He continues to explain the background of the program, and its main objectives, thus beginning the period of parental reconstruction.

Now it is only natural that Mr. and Mrs. Jones and their prototypes are far from delighted with the idea, but they go, for if they don't, they are subpoenaed and forced to attend, guided by the undesirable but necesssary strong arm of legal compulsion. For the next eight consecutive Monday nights, they hear a series of lectures by prominent representatives of fields directly concerned with their problems. They don't sit through an esoteric diatribe which soars hopelessly out of reach into the air. No, these parents hear authoritative but informal speeches which arm them then and there with practical solutions for their problems. Questions and answers and general discussions are not only allowed, but also fervently solicited. There is, in other words, an atmosphere of cooperation and sincere desire to help which actually gets across to those who need it.

At the outset of each of these meetings, the writer, who is the director of the school, prefaces the lecturer's remarks with a general greeting to all, a brief recapitulation of the reasons for the session, and an introduction of the evening's speaker. Each of the eight meetings considers a specific phase of the problem. The first discussion is concerned with the legal responsibility of the parents, and is led by a representative of the Family Relations Bureau of the District Attorney's office, or of the juvenile court. On another night, the child's health and the far-reaching ramifications of that important subject are presented by a member of the Department of Public Health. The child's play is specifically treated by a member of the Department of Recreation, and the child's work is a subject described by a representative of the Student Placement Bureau of the U. S. Employment Service. The all-important topic of the child's emotional life is carefully developed by a psychiatrist or a psychologist. After a night devoted to the child's education, presented by a member of the Public Schools Child Welfare Department, all of these vital components of the child's world are culminated by an analysis of his social life, this topic being elaborated by a counselor from the Social Agencies department of the Community Chest. Finally, the last of the eight meetings is concerned solely with the child's religious life, and here, to satisfy all, representatives of the Catholic, Protestant, and Jewish clergy preside.

It is to be understood that the multiplicity of circumstances attending each case prohibits the application of this regimen to all parents of offenders. In the case of those, who, in the opinion of the Judge and Referee of the juvenile court, would not benefi[t] from such an approach, the the[ra]peutic task is relegated to ex[pert] social workers. The screeni[ng]



Keep Your Textbooks in Serviceable Condition

HOLDEN BOOK COVERS

(protective jackets for books)

Make Books Last 1 to 3 Years Longer!

Holden Covers save your books and save expense
Holden Covers are Waterproof, Weatherproof and Wear Resistant
Holden Covers take the daily wear and desk friction (instead of the books)

It's almost criminal to lose the usefulness
of textbooks for even a short period.

PUT THE WEAR ON A HOLDEN COVER — NOT THE BOOK!

FILE YOUR ORDER NOW FOR LATER SHIPMENT

HOLDEN PATENT BOOK COVER COMPANY

Miles C. Holden, President Springfield, Massachusetts

candidates for the Parent Guidance Center is based upon the parents' intellect, attitude, remorse, and obvious potentialities for re-education.

Yes, the entire program is definitely idealistic, but it works, and its far-reaching effects have already been proved! An effort is now under way to interest one of the foundations in making a comprehensive study of the program, so that a scientific evaluation may be obtained. A personal study of 65 families, however, was made by the writer early in the school's period of existence. About one year after they had completed the curriculum, the parents of these 65 families, which totalled 68 children, were checked as a follow-up study. It was learned that 7 of these 65 families had not readjusted satisfactorily. Out of these seven, three children were at large, awaiting apprehension by the authorities for repeated crimes, and four were judged doubtful by the probation officer. But of the remaining 61 families which constituted 88% of the group studied, all had apparently undergone successful readjustments and their children had no further criminal record. It would hardly be scientific to assume that the Parent Guidance Center is solely responsible for such encouraging results, but, to leave the cold realm of statistics for a moment, the unsolicited gratitude expressed by these parents in the course of post-graduation interviews and correspondence, tends to substantiate this conclusion.

It is true, and only to be expected, that there is a prevailing attitude of negativism and rebellion among the newcomers of each class, although this is not always the case. Almost invariably, however, a startling reformation takes place in the course of these eight, carefully planned weeks. An unfortunately small, but nevertheless accurate study on this subject was made by Mr. John Schnapps, the Field Representative of the National Probation Association. The study revealed what we interpret through the channels of practical experience as a commendably receptive attitude on the part of the parents subjected to this course. Out of seventeen graduates who were interviewed at random, only two were definitely negative in their responses toward the program, while two others were noncommittal, or, at most, lukewarm in their sentiments. The remaining thirteen of these parents, who constituted about 76% of the small group, were vehemently positive in their reactions. It is both interesting and gratifying to note that many participants return purely out of individual enthusiasm to audit the series of lectures. Many

XUM

interested parents of the general public also attend of their own free will, motivated only by intellectual curiosity and the desire to prevent home problems.

Obviously, this parental approach is by no means a panacea for all problems of juvenile delinquency. There is much practical value to be gained from the platitude about the difficulty of teaching an old dog new tricks. In our opinion, the time and place to instruct parents concerning their responsibilities is when they themselves are youths in school. We feel that such expedients as the Parent Guidance Center clear the way toward the achievements of this ultimate ideal. There is still much to be done; the formidable challenge proposed by juvenile delinquency is bigger than ever, but we believe this approach constitutes a stride in the right direction.

TEACHERS, TOO, NEED GUIDANCE

ALDEN T. CARR
State Normal School
Lyndon Center, Vermont

AN acquaintance of mine, having completed his education, found a position as a teacher. He was a failure in it and was discharged before the year was over. As teachers were already becoming scarce, he obtained a second job for the rest of the year. He was not asked to continue. His second year found him in his third position; he barely managed to survive the year. The following year, thanks to the still small supply of teachers, he secured a fourth position. Here, however, the story was altogether different. In this one he was a great success and was cordially invited to stay for another year. The change was not entirely due to costly experience. It was partly because he had at last found a position which suited him and his characteristics.

Probably there are few teachers who do not know of similar experiences; it is unlikely that few indeed of those who have made a career of education have escaped blundering into one or more positions in which they have been unsuccessful, unwanted and unhappy. Experience has shown abundantly that success in teaching depends to a considerable extent upon finding the right type of position in the right kind of school and in the right sort of community. It also indicates that many persons have failed in teaching who need not have failed and that many others are miserably half-succeeding in positions for which they are not properly fitted because, in each case, they did not know for what type of educational work they were best fitted or where jobs of the kinds they needed could be found.

This difficulty which the teaching profession has of getting the right people into the right positions has serious consequences. It leads directly to the loss of teachers from the profession, men and women who could well be happy in their work if only positions better adapted to them could be found. It causes too many teachers who remain to fret and complain, sometimes in front of the pupils. These improperly placed, unhappy teachers, with those who should not be teaching at all, undoubtedly keep many high school pupils from wanting to be teachers, for who would want to enter a profession the visible representatives of which are perennially glum and dissatisfied? Poorly placed teachers, too, often cause a loss of respect for the profession, for by their attitudes and actions they confirm the popular illusion that "anybody can teach." Most serious of all, the discontented teacher gives his pupils both poor instruction and faulty leadership, for how can one teach well when his mind is astray in greener pastures or locked in self-pity?

It is tragic indeed that year after year the teaching profession struggles along, leaving behind a trail of frustration and heartache as many would-be teachers are sloughed off, and lugging with it among those who remain a mass of disappointment, unrest, and poor teaching. It is ironic, too, for no group talks more about vocational guidance than teachers, and perhaps no profession has less or poorer guidance than education. Scientific testing, job analysis and many other procedures are accepted ways of helping pupils preparing for most occupations; but in teaching guesswork, opinion, and tradition prevail almost everywhere. Here, for instance, is a high school girl who wants to be a teacher. Can she succeed? No one knows and there is no way to find out. Here is a young man who is a failure in a particular high school position. Should he give up teaching entirely, or try it at the elementary or the college level, or merely change to a different high school? He can hear plenty of opinions, probably, but neither he nor anyone else can obtain the answer in any sound, scientific way. Here is an excellent teacher approaching middle age who is tempted by the higher salaries and apparently greater opportunities of administration. Should he remain in his accustomed work or take the gamble of entering a new phase of education? He could tell better if he could obtain reliable information about himself and advice as to his wiser course. Thus it goes, with thousands of problems arising for thousands of teachers, and with no possible way of getting

the facts which alone could make a satisfactory answer possible.

Every prospective teacher, it seems to me, as well as every teacher in service, ought to be able to obtain reliable data about himself, about the various levels and types of educational work, about the available positions and the communities in which they are located, about the probability of success in a given position, and about the possible careers in education and the steps in them. To make this possible, several activities should be undertaken.

First comes research, which should extend itself into several phases of education. We need to know, for instance, what makes a successful teacher and how anyone can tell whether an individual is likely to be such a teacher. More information is essential with regard to the special requirements of the various levels and types of work. What, for instance, does administration require that teaching does not, or vice versa, and how can anyone tell for which he is better fitted? More research is necessary, too, in the field of teacher preparation, in establishing scientifically the best way or ways of training teachers.

As this information is gathered, it should be made readily available to all. Educational magazines could inform many teachers of the findings of the research experts; others could be reached through college courses, through teachers' conventions, and through extension and summer school courses.

Good measuring devices are very important, and much attention should be given to the devising of tests and inventories. Especially needed are tests by which high school students and their counselors can tell whether they would be likely to succeed in the profession. Such tests would help teacher training institutions also. Equally vital are tests by which teachers in service, and their administrators, could ascertain (1. why they are unsuccessful, if that is the case; (2. in which phase or level of education they should seek to progress; and (3. what they should regard as their highest professional goal. There should be, too, a system of administering these tests and recording the results which would make them as readily available to teachers in isolated areas as to those in or near cities, which would provide as expert correcting as the nature of the test required, and which would make them as inexpensive to teachers as possible.

Another great need of the teaching profession is vocational counselors who are trained and qualified in interpreting these tests to teachers and prospective teachers and in giving them other advice. Such persons should concentrate on helping teachers; there should be enough of them so that they could be easily consulted by those who needed them; their services should be so offered that teachers would make use of them.

Finally, there needs to be a greater research into and better practice in the actual teacher placement. Whether done by government or private agencies, teacher placement should be scientific, sympathetic, and unselfish. It should keep the best interests of the teacher and the community in mind. It should help each candidate plan the steps of his career, the best career for him. It should not turn away from the teacher who has failed but should help him know what to do next, whether it be to take tests, to change his personality or attitude, to change to a different community, to obtain more training, to try a different type of educational work, or to withdraw from the profession. Its contacts should be broad enough so that it could help a teacher change to a different section of the country.

Now off the press—

Two Outstanding New High School Texts

Your Marriage and Family Living

By Paul H. Landis

Deals directly with the personal problems of young people in family relations, dating, courtship, and marriage. Suitable for any high school course in family relationships. Beautiful illustrations, charts, and pictographs. Historical approach, encouraging frank discussion.

Chemistry for Our Times

By Weaver and Foster

Here is the new, vividly interesting high school chemistry text for which teachers have been waiting—a life-interest chemistry stressing scientific principles and consumer approach. Presents latest developments, including those dealing with atomic energy and recent industrial research.

Write for further information

McGraw-Hill Book Co., Inc. 330 West 42nd Street New York 18, N. Y.

XUM

Such a program of research and counseling would require both administration and financing. These could be provided in several ways. One obvious way would be through the United States Office of Education or some other government agency. Another would be to entrust them to a professional organization. Still another way would be to divide the various parts of it. Teacher training institutions could provide the research, the government could do the testing, the states could handle the placement. There are, in fact, many methods by which a plan for the better placing of teachers could be carried out.

It has often been pointed out, and rightly, that a mere increase in salaries will not of itself assure a sufficient supply of the right kind of teachers. There are too many other things wrong with the profession, and one of these is the blind, blundering, unscientific way in which teachers find, lose and stay in positions. Better vocational guidance for teachers would remedy this and would lead to happier teachers, better teaching, and a better educated next generation.

EDUCATION FOR GROUP LIVING

GERTRUDE CORRIGAN

IN A world made suddenly small by air transportation, and threatened by weapons of destruction of appalling power, universal peace is the common concern of all countries, great and small. Many thoughtful people feel that education is one of the surest roads to an enduring peace.

A survey of systems of education reveals a similarity in ideals and aims from earliest days; there has been an insistence upon the development of the individual, and upon preparing youth for a place of success in the world of affairs.

One of the marks of the training for individuality has been the institution of prizes for certain attainments in scholarship. One result of the material aims was the establishment of standards of success which were most often financial in nature. We would do well to consider whether these by-products of our educational system will do the most towards preparation for better group living. Are there not evidences that cooperation should and can supplant competition in our educational system to a greater extent?

The recent global wars have illustrated the success that is possible through the cooperation of the population of countries for desired results. Cities, villages, rural groups, and individuals neglected private interests to a large extent and gave service in work deemed needful for the welfare of their countries during the stress of waging war on enemies.

In this matter no social lines were drawn. That all culture, even civilization itself, is based upon the interchange of service between all groups, the laborer being as important as the scientist, the farmer, the fisherman, merchant and mechanic, was demonstrated in our time of peril. And this is the cue for education to take and carry on. The lesson of world cooperation must be conveyed to youth, and by methods that will ensure its being learned.

Children apprehend truths best through their own activities in daily routine. Kindergartners are started around the sand table to make together, perhaps, a farm or a village or local service plant; here they learn to collaborate by giving and by giving place, talking plans over and making decisions in conference.

In the primary grades, many teachers have the small folks make a daily newspaper, posting their items for them and making these items the basis of reading lessons. Some general work is assigned in which numbers may engage, for children like activity. Dullness is bred by enforced silence and passivity. The sand table now gives place to a play grocery or store, and packing boxes are set up as counters where numbers are learned through making change and items made for reading lessons from their own activity. Civic virtues are learned through the forms of courtesy for working with others.

Other projects will follow, taking the pattern from daily living. The children are taught to dwell upon the help they receive as they come to school, the policeman at the crossing, the truck driver who waited to let them pass, the engineer who warmed the school in cold weather, those responsible for the clean floors of their rooms,—all features of the good community life which would disappear quickly if cooperative effort suddenly ceased.

All through the formative years, wise educators will lay the foundation of the idea that consideration for others is reciprocal—that favor given should be returned in kind. Free education is a gift of civilized society; the return should be be in a better and more fully conscious citizenship. "What can my country do for me?" has its reverse in "What can I do for my country?"

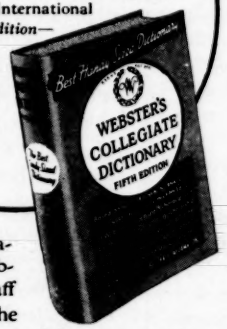
Youth should be taught that it is not how much they may learn or remember, but what *use* that learning will serve, that is important. It is not possible for even a

Best Handy-Sized Dictionary

WEBSTER'S COLLEGIATE DICTIONARY

The best because it includes all the words most commonly used in speaking, reading, and writing.

The best because it is based on and abridged from Webster's New International Dictionary, *Second Edition*—"The Supreme Authority" for the courts, the press, the schools and colleges of the country.



Compiled by the famous Merriam-Webster editorial staff which combines the skills of over a century of dictionary-making experience. Write for Booklet C.

G. & C. MERRIAM CO., Springfield 2, Mass.

SPELLING WE USE

HORN-ASHBAUGH

A completely new series of spellers for grades 2 through 8, featuring a shortened and highly selective word list.

READING FOR MEANING

GUILER-COLEMAN

A program of materials and techniques designed to improve the six basic reading skills. For grades 6 to 12, inclusive.

Examination copies furnished upon request.

J. B. LIPPINCOTT COMPANY

Chicago Philadelphia New York

very bright youth to forsee his own future course, but it will be well to hypothecate some goal and let reading and research focus upon that end. It may be, the goal will change, but the habit of having a specific purpose in study or reading will last through life.

Projects which emphasize the pleasure of cooperative effort should be multiplied, working against the idea of prize-winning and for the ideal of "each for all and all for each." It is never possible to segregate learnings but there will be good growth in mental processes for those engaged on a worth-while project. The most important lesson learned, for the future of a peaceful world is that of learning to work together harmoniously.

A project was selected by two eighth grade classes on the Development of the Architecture of the Home. After due study and research, they planned an exhibit of models illustrating various stages of the story. A meeting was held to organize the plan and elect a leader. The pupils named the chairman of each group and the exhibit was held at the end of the first semester, mid year, in the gymnasium which was turned over to the show for an entire week.

Beginning with the Cave Dwelling, the classes illustrated the primitive forms of human shelter, in succession,—the tree home, the tent, the hut, the cottage, down to the beginning of the modern era of farm houses, colonial homes, mansions, modern apartment buildings, and the latest styles in penthouses and glass modernistic designs.

The chairman designated speakers to explain the exhibit to visitors, thus giving every member a chance to partake of the success of the project. The models were donated to different rooms in the school at the end of the affair which had to be extended for a second week to meet the wishes of the school patrons.

It was noted that the most enthusiastic research work was done by pupils who had never been keen in academic lines. The English in which the various papers were couched was credited to that study for the semester. These papers are a part of the school library today and a subject of pride and satisfaction. Sources of information are available to any school in the land. The National Geographic Magazine is somewhere in every neighborhood, encyclopedias, histories, readers of ancient date, public libraries, architects' offices, realtors, unexpected materials, illustrations — geographies, especially old ones, all waiting to be used at need.

Another project was to erect a

hypothetical apartment building on the vacant lot next to the school in a district in a declining area of the city. Here the trail led to the abstract offices where early history of the city was found. Then came visits to contractors, architects, realtors, rental agencies, insurance and tax offices, banks, engineers, electric and gas companies. Interest in the project drew whole families to aid in the quest for information. A large plan was drawn and hung at the front of the room and the children actually lived in imagination in a chosen apartment for weeks. All the modern luxuries of play rooms for children, roof garden, patio with fountain and flowers, fire places, and many features new at that time were down in their plans. As the work progressed and the high cost of the enterprise was revealed, one by one, the luxuries were abandoned. The structure was to be paid for by bonds held by the class members. Finally the blow fell when a visit to a Building and Loan office proved beyond a doubt that the declining property value of the district would not support such an apartment scheme. The school engineer had already warned the small company that a large percentage of apartments are always to be reckoned vacant, thus reducing income. It was decided, but very reluctantly, to abandon the project; but the returns in social education were immense. These young people have acquired a protective feeling for all property and a sentiment in favor of any rented home, due to their own prospective ownership. They acquired first hand knowledge of community services. Insurance against fire will always be understood. The courteous treatment received by them when seeking information will always be a tie with all classes of business they ever meet.

Incidentally they learned all the arithmetic of the seventh grade business course at first hand. If there were some who did not get it all accurately, this would also hold true under more traditional instruction.

A TEST FOR THE TEACHER

Subject: My Part in Human Relations.

1. Do I play fair with my fellow teachers, not criticising them, not chiseling, doing my share of the work and a little more, and helping maintain a hopeful outlook?

2. Do I cooperate loyally with the administration?

3. In the classroom, am I the friendly guide, rather than the dictator and tyrant?

4. By precept and example, do I teach my pupils courtesy and consideration for other people?

5. Do I help my pupils break loose from their prejudices and careless generalizations as to certain groups, races, religions and nations?

6. Do I get my pupils to engage in activities that will aid the community?

7. Do my pupils have a definite share in governing their own conduct and in fixing behavior standards as a class?

8. In my contacts with parents, do I try to learn what I can from them before asserting my views, and do I avoid a know-it-all attitude?

9. Am I on good terms with my neighbors and casual acquaintances?

10. Have I joined actively in one or more local groups working toward higher ideals—religious, intellectual or social?

***Note:*—If you score yourself above 90 on this, the test is no good.**

One grammar school encouraged window box gardening with surprising results in increased garden planting, parkway improvements, cleaner streets and window boxes galore. An exhibit of garden produce and flowers was held in the school that fall.

One outstanding failure of the older system of education has been the magnifying of the importance of purely academic work over that of the trades and crafts. In older days the system of apprenticeship took over the training of youth in the trades. Then a limited system of trade schools was started; but technical training should be provided free at an early period in education and should be considered of equal dignity and importance with the academic courses. Early technical training will pay dividends later in better group living.

One thing in common all pupils should receive, namely, training in the use of good oral expression. Much time is given to written work.

But the most important English training is that in oral delivery—daily drill, kindly criticism, illustration of correct delivery, projects calling for impromptu speaking, giving of more and more time to oral work and less and less to written exercises. Make pupils more conscious of the beauty of good speech. Less caustic criticism and more constructive suggestions are in line. Start a selling class and send pupils from seat to seat to sell some article to classmates. Have this exercise a serious one but let humor present at need. Regret over the inability to speak freely and forcefully on occasion is often expressed by men in adult life. Proponents of world peace can have no better weapon to wield in this good cause than the ability to speak for it anywhere and everywhere that an audience can be found. It is a goal for educations.

THE FUTURE OF AMERICA DEPENDS UPON THE HISTORY TAUGHT TODAY!

Now as perhaps never before, we need to lead our pupils in the American Way of Life. The American Way of Life history series tells the dramatic story of America, builds a concept of understanding of and tolerance for the various peoples who helped build this country, and creates an appreciation of the things for which America stands.

NOW AND THEN STORIES—A social studies reader for third grade. A sequence of stories of four central characters of past and present. List price $1.36

STORIES OF MY COUNTRY'S BEGINNINGS and STORIES OF MY COUNTRY'S GROWTH—A vivid sequence of episodes portraying the history of our country for fourth and fifth grades. As in the other books of the series, a carefully controlled vocabulary insures pupil understanding, and the attractive narrative and illustrations insure interest. List price, BEGINNINGS, $1.52, GROWTH, $1.52

MY COUNTRY—The history of America in a well-knit, organizel narrative of one volume for schools introducing the study of American history in the fifth grade. List price $2.08

AMERICA, HEIR OF YESTERDAY — A truly readable book on European backgrounds for sixth grade. Emphasis is upon the groyth of ideas which culminate in the American Way of Life. List price, $1.60

OUR LAND AND OUR PEOPLE—An interest-provoking presentation of American history at the junior high school level. Stress is given to the study of the average American and to the development of the country, with political and military affairs being minimized. List price, $2.24

Write for Further Information

WEBSTER PUBLISHING COMPANY

1808 Washington Avenue, St. Louis 3, Missouri

YOU CAN EASE THE TEACHER SHORTAGE WITH THE RIGHT TEXTS

In World History

THIS OUR WORLD

By Bining, Howland, Shryock. Published April, 1946. Superior teaching aids and unusually teachable organization. Completely new.

In Composition and Grammar

ENJOYING ENGLISH

By Wolfe, Hamilton, Geyer. For Grades 7-12. Easy to use and actually makes pupils ask for more composition work. A suggestion-packed Teacher Aid for each book.

In First-Year Algebra

ALGEBRA IN EASY STEPS

By Edwin I. Stein. Cloth or paper binding. The individualized algebra which is practically self-teaching and has over 15,000 exercises.

NEWSON & COMPANY

72 Fifth Ave. New York 11, N.Y.

Across The Office Desk

JAMES N. EMERY

The Classroom's Mental Atmosphere

SOMETHING not altogether tangible, and yet one of the most important features in any classroom is its *atmosphere*. Now by this we don't mean necessarily the air, fresh or vitiated, that passes through the room in the run of an hour. Of course if the physical side isn't right—if the room is overheated, so that the pupils are listless; if the seats are uncomfortable, or loose or creaking; if the air is bad or the lighting poor—all these do a lot in keeping the room and teacher from maximum efficiency.

It is the mental atmosphere with which we are concerned, however, a condition that lies with the ttacher herself, that can be traced directly back to her qualifications, or her lack of them.

For example, does she keep the class alive, the responses rapid, the questions comprehensive, a spirit of interest in the thing to be done?

Take the reading lesson, for example. Does she, in the primary grades, sit down continually in a chair backed up against the radiator, and gather a little group around her for reading? Not objectionable in itself, this method, but does she let it degenerate into a monotonous drone, while the rest of the class is in a state of subdued disorder—not always so subdued at that? Monotony in any teaching method soon kills the interest.

Is the teacher interested in the subject herself? Even if she isn't really interested in it at the start, has she tried to develop an interest? It is surprising, and also one of the basic principles of psychology, how much interest you can work up in a subject that was a matter of indifference, perhaps even a bit distasteful to you at the start, when it becomes something that concerns your daily bread and marmalade. Does that teacher we are discussing know something else about the subject-matter than the mere words of the textbook she is using? Can she bring out a worthwhile discussion about it?

Does she hold up a lesson unduly because somebody hasn't a sharpened pencil, and does she cut the actual teaching time of the lesson unnecessarily because she wastes time getting ready for it? Passing out and collecting papers, waiting till Mary gets her pencil sharpened, or Johnny puts things

XUM

inside his desk, and so on—while the majority of the class sits in impatient boredom till everybody —*everybody*—is perfectly ready? We have all seen classrooms where the pupils waited more than ten minutes from the time that the teacher told them to get ready for written work, till the last paper was passed out, the last pupil supplied with a pencil, and the lesson ready to go on.

Wherever and whenever you suspect that more time is being spent than is advisable in the purely mechanical side of getting ready for a lesson, better see if you can't devise a more efficient system—and if your own ideas don't work, watch some particularly efficient teacher a few minutes, and compare her methods with yours.

Another vitally important feature in the schoolroom atmosphere is the teacher's voice and manner. An insidious habit that grows upon many a teacher is an unconscious screaming at her pupils.

Probably she doesn't realize that she's doing it. It's easy to raise one's voice when things don't go just right. But to the observer who goes about the building and hears a teacher yelling at the top of her lungs, and perhaps slapping the top of a desk with a ruler, usually over a perfectly trivial matter, the conclusion comes inevitably: "Thank heaven I'm not a pupil in that room! And thank heaven twice over that I'm not married to a girl like that."

Screaming at pupils never did any good—except perhaps the first instance or two. If you lose your temper and yell at pupils, you'll only have to yell louder the next time. You'll take it as a matter of course. If it were possible for teachers to listen to a recording of their voices when they are, as other teachers comment, "going good," it would be a revelation, and probably not a pleasant one.

Oh, you don't do those things? No? Check up on yourself once in a while; give yourself as critical an evaluation as an outsider would. When you have to yell, pound the desk, stamp your foot, it is a sure sign that your control of the room is slipping, if for no more than the moment. Every time you have to do that, you are losing a certain amount of respect from the pupils, and the next time you have to shout a little louder. Before you know it, you are well on the way toward becoming that most undesirable of persons, a scolding teacher.

If you have commands to give, give them in a quiet, firm, low voice, and let your pupils know that you mean business the first time. Keep control of the situation —and yourself—at all times. But you won't if you indulge in high-pitched recriminations over trivial things. Keep your voice down, if you want to keep the class under control.

Somewhere on a teacher's desk, the writer once saw the motto: "The lower your voice, the quieter your class must be."

PUBLIC AFFAIRS PAMPHLETS

Enrich Your Classes . . .

The pamphlet of the month is—

RHEUMATIC FEVER — Childhood's Greatest Enemy

by Herbert Yahraes

To make sure you get a new Public Affairs Pamphlet each month . . . ENTER YOUR SUBSCRIPTION NOW. The next 12 issues only $1. Also send for special school discounts.

Public Affairs Committee
INCORPORATED
22 East 38th Street
New York 16, New York

ATLANTIC CITY—will you be there for the A.A.S.A., March 1-6? The WINSTON exhibit is Booth Number E 15-17 to which you are cordially invited.

CENTENARY of the birth of a great man —Thomas A. Edison, on Feb. 11. The commemorative edition of Francis T. Miller's popular biography, THOMAS A. EDISON, (Gr. 7-12) will be available in time for the Centenary. List price, $2.00.

"SALICACEOUS," "dioecious," and "apetalous" is the humble poplar tree but *not* according to WINSTON, the dictionary where you don't have "to look up the meanings of the meanings."

WASHINGTONS—George and Martha—never lived on the White House premises. John and Abigail Adams were the first occupants.

FIND of the year is the series, ADVENTURES IN READING, by Dorothy N. Knolle, comprising three books for junior high schools. They are DISCOVERY, EXPLORATION, and TREASURES.

STATISTICS prove that if you stay for three days in one of the larger hotels during the A.A.S.A. Convention, you will, sooner or later, be served by no less than 60 persons.

JAPANESE with an abacus recently caused some food for thought on modern arithmetic methods. Write WINSTON Flashes for "An Abacus Is A Necessity" written *five* years ago by the authors of ARITHMETIC WE USE.

FEBRUARY birthdays other than those of Messrs. Washington, Lincoln, and Edison are Charles Dickens (STORIES ABOUT CHILDREN, Clear-Type Popular Classics, $1.00 List) on Feb. 7, 1812; and Jules Verne (20,000 LEAGUES UNDER THE SEA, Clear-Type Popular Classics, $1.00 List) on Feb. 8, 1828.

THAT Cherry Tree again! The original Parson Weems' tale said George merely barked—not chopped down—the tree.

The John C. Winston Co.
Winston Building, 1006-1024 Arch St.
PHILADELPHIA 7
CHICAGO 5 ATLANTA 3 DALLAS 1
LOS ANGELES 15 TORONTO

The News Digest

OF EDUCATION IN ACTION

California Superintendents See Sunny Future

SAN FRANCISCO. — According to California's superintendents, who met here and in Oakland recently at a series of institutes, the state's most serious educational problem, the teacher shortage, is on the way to being solved.

Commenting on the state-wide teacher recruitment program, superintendents expressed the belief that the $2400 minimum salary schedule adopted this November would be a major factor in attracting new members to the profession. Rural school heads foresaw less difficulty in getting and keeping candidates, while those in cities looked forward to an end to over-crowded classrooms. It was hoped that the 14,000 teachers on emergency or substandard certificates might soon be replaced.

A more pessimistic note was struck by Dr. John A. Sexson, Pasadena superintendent, who predicted that it would be several years before a sufficient number of teachers could be attracted to fill the gaps left by the war.

Trip to Europe Prize for UN Essay

NEW YORK.—Students from more than 2000 schools are expected to compete for a trip to Europe in the 21st annual national contest sponsored by the Education Committee of the American Association for the United Nations.

Open to high school students under 21 years of age, the contest, scheduled for March 28, 1947, is an examination based on the United Nations. Study material is supplied by the Association to each participating school which may enter two papers in the final competition for national prizes.

Teachers wishing to enroll their schools in the competition are registering with the Association at 45 East 65th Street, which furnishes study kits of the United Nations Charter and a revised edition of We, the Peoples, a history of the UN.

North Carolina Charts Educational Advances

RALEIGH, N. C.—One of the largest educational programs ever drafted by a state agency has been presented to the people of North Carolina by the State Board of Education.

The over-all plan, which was mapped by the Board at a meeting here, proposes:

1. A $100,000,000 school building program, with the State providing $25,000,000 for grants-in-aid to local government units.

2. Teacher salaries based upon the present scale, plus 20 per cent as requested by the Board.

3. Study of a junior college training program in high schools to relieve overcrowding on college campuses.

Two members of the State Board have been elected to the 1947 General Assembly and will attempt to steer the first two proposals through the Legislature.

The building plan is based upon a survey of needs throughout the State and the Board accepted the program "in principle with the understanding that a formula for grants-in-aid will be studied."

The formula being studied would distribute funds on an equalization basis to raise the levels of Negro schools and to assist poorer counties.

The average investment per white child throughout the State is $305. White children in rural areas have $153 invested in their education and rural Negro students have only $43.64 invested for them.

State Superintendent of Public Instruction Clyde Erwin asked the Board to study the junior college training program and warned that unless additional facilities are available, 20,000 students will be denied the training in the next five years.

Mr. Erwin said the junior college training could be given in the high schools with little added personnel.

The program was drawn up by a special committee headed by D. Hidden Ramsey of Asheville and recommended consolidation of rural schools. The committee pointed out that in one western county alone there were 31 one-teacher schools.

'Dry Milk' Now For Southern Schools

WASHINGTON. — Schools in eight Southern states are offering children their first "drink of dry milk."

In more than 30 schools scattered through South Carolina, Georgia, Florida, Alabama, Louisiana, Mississippi, New Mexico and Arkansas, this, the U. S. Department of Agriculture said, is "the first step toward supplying milk to schools in areas where fresh milk is short."

The schools, the government experts said, began using dry milk both as a beverage and in cooked dishes at their lunches this month.

Principals Urged To Be More Human

PITTSBURGH.—Public school principals have been accused by a New York University educator of "going around frightening children" and acting like "big, bad wolves."

Dr. Howard Lane told a group of about 100 Pittsburgh principals just about what many a pupil has muttered under his breath.

"If you principals took more time to 'shoot the breeze' with the kids,

Tead Urges Interweaving Liberal and Vocational

BOSTON.—A "ladder of educational opportunity" from which at any step a student may leave with enough general education to qualify as a citizen, worker, parent and person was envisaged by Dr. Ordway Tead, Chairman of the Board of Higher Education of New York City.

Dr. Tead spoke on "The Role of General Education in the Junior College" at a meeting of the New Englang Junior College Council. He told council members that the future standard of the individual's educational terminus would be on his capacity "to attack life in all its varied phases with some confidence."

"We have to close the present gulf between our conception of liberal and vocational education," Dr. Tead declared. "Too much of our present vocational education is illiberal and narrowing in its results. And too much of our liberal education strives so hard to avoid vocational overtones that much of its relevance to modern living is lost.

The chairman of the board of trustees for the four public colleges of New York City outlined the capabilities which he said were fostered by general education and were valuable to the adult vocationally.

He described these as personality, ability to weigh evidence, grasp of the scientific method, capacity for effective human relations, conscious enthusiasm for the democratic aspiration, personal responsibility for sharing in group enterprises, sufficient understanding to keep a peaceful relationship with other peoples, and finally, inner security to face the tragedies of life and to acknowledge that there are forces at work in the world which are only dimly glimpsed.

A simplification of curricular offerings in junior colleges was recommended by Dr. Tead if such institutions were "to fulfill the mandate of general education."

---

you'd find yourselves more popular," he added.

Trailer-Housed Vets Doing Best Work

BLOOMINGTON, IND.—Married veterans who live in trailers are taking the high grade honors at Indiana University.

Students living in Woodlawn, a trailer camp on the campus, are leading all groups with an average of B.

Fatherhood also may be an urge to do well in the classrooms because of the top eight, five have children living in the trailers with them.

Hopes Veterans Will Liberalize Fraternities

Admitting that the trend among college fraternities has been "definitely away from liberalism" and in the direction of the most rigid regimentation, Dr. H. E. Stone, dean of students at the University of California, expressed hope that the influence of the veteran will help to reverse that trend.

Dean Stone told the closing meeting of the National Inter-fraternity Conference that it is "no accident" that the right of fraternities to organize and operate secret societies with selected memberships "has been called in question by published diatribes."

"It is no accident," he continued, "that specific demands have been made to break all racial bars to fraternity membership and that specific cases have arisen to force the issue.

He held that undergraduate chapter presidents, many of whom are veterans, see no cause for alarm, have firm faith in the quality of their veteran brothers, credit them with a number of constructive changes, and believe that problems that do exist can be handled by patience and understanding.

"Oslo Breakfast" Good School Lunch

WASHINGTON, D. C. — The menu developed by Scandinavian countries for relief feeding of children may be considered for the American school lunch program. Dr. Hazel K. Stiebeling, chief of the Bureau of Human Nutrition and Home Economics in the Department of Agriculture, told officials of the school lunch program that lunches need not be hot to be nutritious.

The "Oslo breakfast," which she saw as delegate to the food and agricultural conference at Copenhagen, "contained every nutrient the child needed."

The breakfast consists of a glass of milk, an apple, and 4 dark bread sandwiches—single slices piled high with meat, cheese, pureed vegetable, and jam. Dr. Stiebeling said the combination had won worldwide recognition as an ideal school lunch, especially where facilities for cooking and food preparation were limited.

Book Posters Available to Schools

NEW YORK.—In connection with the eleventh annual Children's Spring Book Festival, the New York Herald Tribune will sponsor a Book and Art Show from May 12 to 17.

Schools and libraries interested in holding book programs of their own may obtain free copies of a helpful poster designed by Marjorie Torrey, illustrator of "Penny" and "Sing Mother Goose." Requests should be addressed to the Tribune, 230 West 41st Street, Room 1105, New York 18.

Wisconsin Students Attend Speech Institutes

MILWAUKEE, WIS. — Two regional institutes for high school students and teachers of speech were sponsored in January by the Wisconsin High School Forensic association. Held at Milwaukee and Tomah, they provided one-day intensive courses, through demonstrations and discussions, of platform work under the direction of University specialists.

At the Milwaukee institute Profs. Robert E. Gard, John Dietrich and Junius Eddy, University of Wisconsin, led the instruction in drama, and Prof. Hugo Hellman, Marquette University, directed the work in debate. Other subjects covered were oratory, declamation, extemporaneous speaking and extemporaneous reading.

Southern Teachers Join in Salary Fight

RICHMOND, VIRGINIA. — Virginia and Kentucky teachers have joined with others in the upper South in demanding salary boosts. In both states, the Education Associations are seeking a $2400 minimum for the profession, as contrasted with the present $1200 average annual salary.

The Virginia teachers requested Governor Tuck to call a special session of the General Assembly to appropriate $6,000,000 as a first step toward achieving the minimum by 1948-1950, but the Governor evidently does not intend to act.

In North Carolina, a determined effort is being made to obtain double the 20 percent increase previously agreed to by the North Carolina Education Association, on the grounds that 20 percent would be entirely inadequate.

The recent teachers strike in Warren County, Tennessee, highlighted a serious situation there.

Woodshed Tactics End Student Strike

SAPULPA, OKLA. — A walkout of Sapulpa High School pupils who sought extension of their Christmas vacation ended quickly when unsympathetic parents applied "woodshed tactics."

When one fourth of the school's 585 enrollment dropped their books and began a demonstration in the town's main street, the parents moved in. Most of the demonstrators were back in class for the afternoon session. City Schools Superintendent James Price said that even two husky football players were marched back to school by irate fathers who substituted "force for diplomacy."

The School Board had voted a one-week vacation because the current term was delayed in September. Student demands for an additional week were refused.

"The kids let off a lot of steam," said Mr. Price, "but the only damage that was done—as far as I can see—was strictly personal."

Roving Professors Assist Schools

Besides its regular classrooms and two out-of-town branch colleges, Syracuse University is operating a Bureau of School Service which has a faculty of traveling professors. Members of the roving faculty, varying in number each week from ten to twenty-five, travel by car, bus and train over a 1,400-mile circuit to ten central New York towns to teach classes and participate in local school workshop programs.

The bureau offers two types of program. The first is an extension program for public school faculty members who are unable to take full-credit university courses without leaving their jobs. The workshops' service helps local school groups to solve problems in guidance, evaluation, curriculum and child development.

NEA Recommends Group Action, No Strikes

WASHINGTON.—The National Education Association urged professional group action in obtaining pay-raises for teachers while reaffirming its ethical code against teachers' strikes in a statement which one official called "among the most important in our 90-year history."

"Group action is essential today," this statement said. "The former practice where teachers individually bargained with the superintendent of schools or the board of education for their salaries is largely past."

Under the plan presented a "salary committee" would be "chosen by the entire group" and would be given "full authority to represent and act for the local education association."

The NEA stated that such action should be taken "through professional methods" as against trade union organizations. The NEA, in its state and local branches, would thus become the agency to talk salaries for teachers.

Dr. Willard E. Givens, spokesman for the group, also said that the NEA was aiming against trade-unionism among teachers in a paragraph of the statement which said: "We believe that those who seek to place classroom teachers and school administrators in opposing camps do a disservice to the cause of education and to the teaching profession."

"We want no 'labor vs. Boss' relationships," Givens said.

On teachers' strikes, the NEA's comment was:

"When teachers break contracts and strike, they deprive the children of the community of the educational opportunity which they agreed to provide. Such teachers set an example of breaking faith which the teaching profession cannot afford to justify."

Detroit Teachers Ask Smaller Classes

DETROIT, MICHIGAN. — A $4600 salary maximum was recommended by the Detroit Teachers Association at the first 1947-48 school budget hearing of the Board of Education.

The DTA, which is celebrating its golden jubilee this month, continued its request for smaller class size and recommended that extra-curricular activities and duties be evaluated as part of the class assignments in determining class load.

Exchange teaching, a practice of long standing in some systems, was also recommended.

High School Gets Planetarium

PHILADELPHIA. — The first planetarium to be installed in a public high school in the United States was dedicated recently at the Central High School here.

The new instrument is a miniature of the noted Fels Planetarium at Franklin Institute here, and depicts in the same manner as the larger apparatus the starry skies and movement of planetary bodies.

The school planetarium, which cost $7,000 is housed under a dome 21 feet in diameter.

Guidance Group To Meet in Ohio

COLUMBUS, OHIO.—The first convention of the National Vocational Guidance Association since 1942 will be held in Columbus, Ohio, March 28-31, 1947, at the Deshler-Wallick Hotel, according to Dr. C. Gilbert Wrenn, association president. Among the features of the convention will be a discussion of the vocational counselor's role in interpreting management-labor relations.

The National Vocational Guidance Association is a professional organization for vocational counselors of the United States and Canada.

XUM

Boston X-Rays School Children

BOSTON. — This city X-Rayed a large part of its population, beginning with thousands of school children and factory workers, early in January, in an attempt to reduce tuberculosis.

Mobile caravans were used, as the city adopted methods which were proved successful by the armed forces during the war. The caravans, fitted with the latest X-Ray equipment, went direct to the schools, where several hundred pupils were examined each day.

Dr. Charles F. Willinsky, deputy health commissioner, said the program was being financed by the federal government and was nationwide.

Southern Group Would Improve Schools

NEW ORLEANS, LA.—A group of prominent citizens, known as the Louisiana Education Foundation, are seeking to raise school standards in the South by working for better conditions for both negro and white children.

The foundation carries out a five point program, gathering and publicizing educational information, encouraging educational projects, making studies of state problems, supplying facts to interested groups, and encouraging professional cooperation. Dr. Edward Ott, head of the foundation, explains that the organization believes living conditions in the South can be raised only by improving the schools.

Further consolidation of school districts, modification of existing certification laws, and improvement of school plants are part of a long term program for which the foundation is working.

Chicago High Schoolers One Day Strike

CHICAGO, ILLINOIS.—Promised faculty consideration of a list of "demands" ended a recent one-day walkout staged by several hundred students at McKinley High School.

Principal Nellie M. Quinn conferred with a committee of students who said they were protesting against lack of a football team, inadequate gymnasium facilities, a ban on girls wearing slacks, and faculty searching of student lockers, boys' pockets and girls purses, with confiscation of objectionable objects.

A Board of Education spokesman said McKinley High was high on the list for a new high school with better "gym" facilities. Miss Quinn said a football team would be desirable and that she had tentatively agreed to permit girls to wear slacks on "cold days."

World Angle Tried In College English

NEW LONDON, CONN.—An experiment in freshman English at Colby Junior College, New London, Conn., has been adopted as part of the Liberal Arts curriculum. The course combines a program of reading for better international understanding with training in basic skills.

The international aspect of the program is concentrated on four areas —China, India, Russia and Latin America.

Now a Course In Television

ITHACA, N. Y.—A series of weekly seminars and lectures by authorities in the field of television are being conducted at Ithaca College. The series, believed to be the first in that field to be held at a college or university, was co-ordinated by Paul B. Mowrey, director of television for the American Broadcasting System. Speakers scheduled to take part in the two-term course, include Richard Goggin, director of television at ABC; Robert Emory of the Mutual Broadcasting System and WOR, and Norman Kersta, general manager of television for the National Broadcasting System.

Junior Colleges Meet in St. Louis

ST. LOUIS, MISSOURI.—The 27th annual meeting of the American Association of Junior Colleges will be held February 19-22, 1947, at the Hotel Jefferson, here.

Grins Between Grinds

SMALL CHOICE

Mary and Diane were busily playing house on the porch when Mary's little brother wandered along. When he tried to join in their play, the girls put him off, but he kept on coaxing. Finally the two girls held a consultation, after which Diane said magnanimously, "All right, David, we'll let you play. What do you want to be, the husband or the dog?"

THEN MORE SILENCE

Two professors were seated next to each other at a faculty dinner. After an interval of silence, one of them decided to open conversation.

"I heard another of those animal stories on the radio. A dog's mistress was holding up a piece of food and saying 'Speak! Speak!' "

"But the dog only answered, 'What shall I say?' "

"I heard that story myself," replied the colleague. "But I didn't believe a word of it."

INNOCENT

Young girl at perfume counter, after looking at "My Sin," "Breathless," and the other lurid names: "Have you anything for a beginner?"

UNAFRAID

"I am sorry to give you these dirty bills," said the bank teller to the young woman outside the cage."

"Oh, I don't mind," she replied affably.

"You're not afraid of microbes, then?"

"Not at all. You see I am a teacher —and a microbe couldn't live on my salary."

Q.E.D.

"Mother, that horrid Jimmy Jones called me a tomboy," cried nine-year-old Penny with righteous wrath.

"And what did you do?" I asked, noting her torn dress and tear-streaked face, and remembering the Jones boy was twice her size.

"I made him take it back," she said triumphantly. "I kicked him in the shins and tripped him and sat on his chest and pounded his head in the dirt until he yelled, 'You're a perfect lady'."

THIS IS PHONY

Operator (to preacher dialling long distance to call a clergyman friend): "Do you wish to place a station-to-station call?"

Preacher: "No—parson to parson."

DIRECTORY OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

Ginn and Company
Boston

Henry Holt and Company
New York

Houghton Mifflin Co.
Boston

The Macmillan Co.
New York

McGraw Hill Book Co.
New York

G. & C. Merriam Co.
Springfield, Mass.

Newson and Co.
New York

Prentice-Hall, Inc.
New York

Row, Peterson and Company
Evanston, Ill.

Benj. H. Sanborn & Co.
Chicago

Charles Scribner's Sons
Boston and New York

Silver Burdett Company
New York

Scott, Foresman and Company
Chicago, New York, Atlanta, Dallas

Webster Publishing Company
St. Louis, Missouri

John C. Winston Company
Philadelphia, Pa.

World Book Company
Yonkers-on-Hudson, N. Y.

Jewelry

L. G. BALFOUR COMPANY
ATTLEBORO, MASS.
Class Rings and Pins
Commencement Announcements, Diplomas, etc.
Typing Awards - Class Gifts
Club and Organization Insignia

Lantern Slides, Stereographs

Keystone View Co.
Meadville, Pa.

Music

C. C. BIRCHARD & CO., Boston
Publishers of Song Books; Choral and Orchestral Music; Operettas

School Supplies

J. L. Hammett Co.
Cambridge and Boston

Holden Patent Book Cover Co.
Springfield, Mass.

Typewriter Service

Underwood Corporation
Service Everywhere Through a Nation-wide Organization

Remington Rand Inc.
Nation-wide service—as near to you as your telephone.

Teachers' Agencies

The Grace M. Abbott Teachers' Agency
GRACE M. ABBOTT, Manager
120 BOYLSTON STREET, BOSTON
Member National Association Teachers' Agencies

A.M.'s and PH.D's NEEDED For The Better Positions
ROCKY MT. TEACHER AGENCY
SPECIAL SERVICE—Write today for our six Special Services to teachers
Wm. Ruffer, Ph.D., Mgr.
Largest, Most Successful Teachers Agency In The West

The Fisk Teachers' Agencies
BOSTON OFFICE: 120 BOYLSTON STREET
Member National Association Teachers' Agencies
MANAGERS:
LOUISE H. ESSERY MARJORIE P. TICKNOR